

INGLISE KEELE ÕPIK

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Teine, parandatud ja täiendatud trükk

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Kaane kujundanud I. Pääsuke

SAATEKS ESIMESELE TRÜKILE

Et võõrkeelte õppimine on viimastel aastatel tublisti laienenud ja senini on meil puudunud inglise keele algõpikud täiskasvanutele, siis on püütud käesoleva õpperaamatuga seda lünka mõnevõrra täita. Antud õpik on mõeldud kasutamiseks esmajooneliste kõrgemate õppeasutuste kaugõppijatele, kes pole varem inglise keelt õppinud või on selle õppeprotsessist eemal olles unustanud. Kuid käesolevat õpperaamatut on võimalik kasutada ka keeltekooolides ja -kursustel. Õpiku koostamisel on samuti silmas peetud Tartu Riikliku Ülikooli erivajadusi, kus teatavasti saksa filoloogidel inglise keel on obligatoorseks õppeaineks, mistõttu nad suhteliselt lühikese aja jooksul peavad omandama rahuldava keeleoskuse. Eelnimetatud laiaast kasutajateringist on tingitud ka käesoleva õpiku struktuur.

Õppepalades esineb kokku umbes 1500 sõna; õpiku lõppu lisatud kodulektüüris, mis tuleb laenuvõttel sõnaraamatu abil läbi töötada, lisandub veel umbes 600 sõna.

Õpiku sissejuhatavas osas on antud inglise keele kõigi häälikute ligikaudsed hääldamisjuhised. Inglise keele foneetikakursuse põhjalikumaks omandamiseks on aga soovitatav hiljem kasutada dotsent O. Muti koostatud foneetikaõpikut ("An Introduction to English Phonetics for the Estonian Learner", Tartu, 1965).

Eelkursus (§-d 1–10) sisaldab õppematerjali 10 õppetunniks. Eelkursuse vältel tutvutakse abiverbide *to be* ja *to have* olevikuga, küsilause moodustamisega, ümbmääramise ja määrava artikliga. Igas paragrahvis käsitletakse ka mõnda uut häälikut.

Põhikursus koosneb 30 õppetükist. Iga õppetüki oluliseks osaks on tekst. Tekstid on osalt autori poolt koostatud, osalt kohandatuna üle võetud Nõukogude Liidu ja teistes sotsialismimaades kasutusel olevaist inglise keele õpikutest. Samuti on valitud adapteeritud katkendeid inglise keelde tõlgitud raamatutest (Y. Gagarin "Road to the Stars" jt.). Põhikursuse tekstide valikul on silmas peetud ka kõnekeele harjumuste omandamist. Lugemispalade hulgas on dialooge ja vestlusi mitmesugustel teemadel. Tekstidele järgnevad 'Seletused teksti kohta'. Nendes selgitatakse lugemispalade esinenud grammatilisi iseärasusi, mida õppetükile järgnevas grammatikaosas enam eraldi ei käsitleta. Seletustes antakse samuti tekstis esinenud raskemate ja idioomaatiliste väljendite tõlked.

Õppetükkides 1–10 esinevad uued sõnad on antud õpiku lõpus asuva alfabeetiliselt üldisõnastiku ees tekstide kaupa, mis kergendab algajail õpiku kasutamist. Alates 11. õppetükist tuleb uusi sõnu otsida juba alfabeetilisest üldisõnastikust.

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Oppetüki teise osana on antud reeglid tekstis esinevate grammatikanähtuste selektsiooniks. Grammatikaküsimustega põhjalikumaks tutvumiseks on soovitatav kasutada L. Kivimäe, O. Muti, J. Silveti ja L. Võsamäe koostatud käsiraamatut "Inglise keele grammatika" (Tallinn, 1962).¹ Et käesolev õpik on mõeldud kasutamiseks algajale, siis on selle grammatikakursusest välja jäetud ajavormid *Present Perfect Continuous*, *Past Perfect Continuous*, *Future Perfect*, *Future Perfect in the Past*, *Future Perfect Continuous*, gerundium, kesksõnalised konstruktsioonid, lauseanalüüs ja ebareeglaraske tinnimusega kõrvallused.

Oppetüki viimase osana järgnevad grammatilised ja leksikaalsed harjutused. Need harjutused on soovitatav süstemaatiliselt läbi töötada, sest nad kinnistavad tekstis esinevat sõnavara, samuti grammatikat, ühtlasi kordavad eelmiste õppepalade materjali. Viimase harjutusena on alates neljandast õppetükist antud üks lühipala iseseisvalt läbitöötamiseks. Selles on mõningaid uusi sõnu, mille eestikeelseid vasteid tuleb otsida sõnastikust. Põhiliselt esineb aga palas varem õpitud sõnavara. Neid lisapalu võib ka lasta pähe õppida, jutustada või kasutada kirjalikuks ümberjutustuseks.

Alates põhikursuse 11. õppetükist on pärast teksti kohta käivaid seletusi lisatud A. S. Hornby grammatiliste asendustabelite eeskujul koostatud tabelid, mille abil on võimalik moodustada väga palju ühesuguse struktuuriga lauseid.

Õpikule on lisatud vokaalide hääldamistabelid ja hääldamisharjutused. Viimaseid võib õpetaja kasutada oma suva järgi, kui ta leiab, et mõned häälikud vajavad eraldi harjutamist. Samuti on lisas toodud väljendeid artikli kasutamise kohta, mõningaid süstemaatilisi avaldisi ja ebareeglipäraseid verbide põhivormide tabel.

Õpik on varustatud inglise-eesti ja eesti-inglise sõnastikega, mis sisaldavad õpikus kasutatud sõnavara. Sõnade hääldamise märkimisel on aluseks võetud J. Silveti "Inglise-eesti sõnaraamat" (Tartu, 1948) ja Daniel Jones'i "Everyman's English Pronouncing Dictionary" (London, 1960).

Õpik on määratud kasutamiseks I ja II kursusele (120 õppetunni ulatuses).

Iga õppetüki läbitöötamiseks on arvestatud keskmiselt 2–3 akadeemilist tundi. Seda võib õppejõud muudugi vastavalt oma soovile ja vajadustele ka lühendada põhikursuse alguses ja vastavalt pikendada põhikursuse lõpuosas.

Õppejõud on võimalik saada õpiku tekste helilindistatult Tartu Riikliku Ülikooli inglise keele kateedrist isikliku lindi vastusaatmisel.

Õpiku koostaja avaldab siirast tänu Tartu Riikliku Ülikooli inglise keele kateedri juhatajale dotsent O. Mutile ja kogu inglise keele kateedri kollektiivile, samuti Tallinna Tehnilise Instituudi vene keele ja võõrkeelte kateedri juhatajale dotsent P. Vaarasle osutatud abi, kasulike näpunäidete ning paranduste eest.

Autor

NAATIKS TEISELE TROKILE

Käesoleva õpiku teises trükkis on tehtud rida parandusi õppepalades, mis aga olulises osas on jäänud samaks. Parandatud ja täiendatud on ka õpiku grammatikaosa, lisatud on uusi harjutusi. Sellele vaatamata on õpiku mõlemad väljaanded võimalik kasutada paralleelselt ühes ja samas rühmas.

Mõningal määral on ümber töötatud inglise-eesti alfabeetiline sõnastik. Sõnade häälduse märkimisel on aluseks võetud A. S. Hornby, E. V. Gatenby ja H. Wakefieldi koostatud teose "The Advanced Learner's Dictionary of Current English" teine väljaanne (London, 1970). Käesolevas õpikus ei olnud võimalik kasutada nimetatud sõnaraamatu kolmanda väljaande (London, 1974) foneetilist transkriptsiooni, sest see erineb mõningal määral meil seni ilmunud inglise-eesti sõnaraamatutes kasutatavast transkriptsioonist. Uue transkriptsiooni kasutamine inglise keele algõpikus viiks õppijad asjatult segadusse.

Koduteaduslikult on mõned populaarteaduslikud vananenud sisuga lühipalad asendatud uuega.

Suur tänu kõigile õpiku kasutajale, kelle kriitilised märkused on õpiku koostajani jõudnud. Erilist tänu avaldab autor Tallinna Pedagoogilise Instituudi inglise keele kateedri juhatajale dots. G. Kivivälile õpiku teise trüki käsikirja retsenseerimisel tehtud näpunäidete ja asjalike parandusettepanekute eest.

Sõdamlik tänu ka raamatu toimetajale B. Betlemale hoolika ning asjatundliku redigeerimise eest.

Autor

¹ 1968. aastal ilmus selle grammatika teine, parandatud ning täiendatud trükk. Toim.

INGLISE TÄHESTIK

| Trüki- täht | Kirjatäht | Tähe nimetus | Trüki- täht | Kirjatäht | Tähe nimetus |
|----------------|-----------|-----------------|----------------|-----------|-----------------|
| A a | A (A) a | [ei] | N n | N n | [en] |
| B b | B b | [bir] | O o | O o | [ou] |
| C c | C c | [si] | P p | P p | [pi] |
| D d | D d | [di] | Q q | Q q | [kju] |
| E e | E e | [i] | R r | R r | [a] |
| F f | F (F) f | [ef] | S s | S s | [es] |
| G g | G g | [dʒi] | T t | T (T) t | [ti] |
| H h | H h | [eitʃ] | U u | U u | [ju] |
| I i | I i | [ai] | V v | V v | [vi] |
| J j | J j | [dʒei] | W w | W w | [ˈdʌblju] |
| K k | K k | [kei] | X x | X x | [eks] |
| L l | L l | [el] | Y y | Y y | [wai] |
| M m | M (M) m | [em] | Z z | Z z | [zed] |

SISSEJUHATUS

TAHT JA HÄÄLIK

Nagu teada, tähistab eesti keele õigekiri üldiselt sõnade häälduslikku kuju. Inglise keele õigekiri tänapäeval ei vasta aga enam hääldamisele. Õigekiri on juba mitu sajandit püsinud enam-vähem muutumatuna, kuid hääldamine on selle aja jooksul kirjapildist tunduvalt lahku läinud.

Igas keeles on teatud kindel hulk häälikuid, milledest koosnevad kõik antud keele sõnad. Häälikuid hääldatakse kõnes, tähte aga kasutatakse hääliku märkimiseks kirjas. Keeles kasutusel olevad häälikud alluvad kergemini muutustele kui tähed, mis on suhteliselt püsivad pik-
kade negade jooksul.

Paljud inglise keele häälikud on sarnased eesti keele vastavate hää-
likutega, kuid täiesti nad siiski ei ühti.

Põhilised erinevused on järgmised:

1. Inglise keele häälikud [b, d, g] on helilised, mitte helitud või pool-
helilised nagu eesti keeles. Ka sõna lõpus jäävad nad helilisteks ega
muutu vastavaiks helituiks häälikuiks [p, t, k], nagu see toimub vene
(год [r], лиз [k]) või saksa keeles (und [t], sind [t]).

2. Kaashäälikud [k, p, t] on aspireeritud. Nende hääldamisel tekib
tugev õhuvool kaashääliku ja järgneva täishääliku vahel. Aspiratsioon
saavutamiseks hääldame vokaalile eelneva [k, p, t] järel hääliku [h].

3. Inglise keeles puuduvad peenendatud kaashäälikud.

Inglise keeles ei ole astmevaheldust. Ka kirjas kahe tähega märgitud
konsonante hääldatakse lühidalt.

Inglise keele häälikuid hääldatakse üldiselt tagapoolsemalt kui eesti
keele häälikuid, samuti ei ole huulte liikumine nii intensiivne nagu eesti
keele hääldamisel.

Inglise keeles on 26 tähte ja 44 häälikut. Täishäälikute märkimiseks
on 6 tähte ja kaashäälikute märkimiseks 20 tähte. Tähte y kasutatakse
nii täis- kui kaashääliku märkimiseks.

Kaashäälikute lugemine on inglise keeles üldiselt lihtne. Raskusi teeb
aga täishäälikute lugemine, sest 6 tähte a, o, u, e, i ja y abil tähistatakse
inglise keeles 20 täis- ja kaksiktäishäälikut [i, i, e, æ, u, u, ʌ,
a, ɒ, ɔ, ɔɪ, ɔ, ɛ, ɛə, ai, au, iə, uə, ou, ɔɪ].

Kuna inglise keeles häälikute arv ületab tähtede arvu tähestikus, siis võib sama täht või täheühend tähistada erinevaid häälikuid. Ja vastupidi, sama häälikut võib tähistada erinevate tähtede või täheühenditega. Iga võõrkeele omandamise aluseks on vastava keele foneetilise ehituse, s. o. häälikute süsteemi, sõna- ja lauserõhu ning intonatsiooni tundmaõppimine. Et keele kasutamise põhiliseks vormiks on kõnelemine, siis on ka võõrkeele omandamisel esmase tähtsusega vastava keele kuulamine ja kõnelemine. Ükski häälikute kui tahes põhjalik kirjeldus ei anna omandada õiget hääldamist. Parimad oskused saavutatakse ikkagi õpetaja hääldamise või heliülesvõtete pideva jälgendamise kaudu.

Et inglise keeles kirjaipilt hääldamisest oluliselt erineb, siis on hääldamise tähistamiseks kasutusele võetud transkriptsioonimärgid. Igale häälikule vastab ainult üks kindel transkriptsioonimärk. Diftonge tähistatakse kahe märgi abil, näit. [au, oi]. Selliste märkidega kirja pandud hääldamine asetatakse nurksulgudesse. Rahvusvahelisteks transkriptsioonimärkideks on võetud ladina tähed ja mõned erimärgid seal, kus ladina tähtedest ei piisa. Pika täishääliku märkimiseks kasutatakse kooniit [i:] vastava lühikese täishääliku järel, näit. [ir]. Foneetiliselt transkriptsioonis asetatakse rõhumärk rõhulise silbi ette, näit. happy [ˈhæpi]. Uhesilbilistes sõnades rõhku ei märgita, näit. lamp [læmp].

INGLISE KEELE HÄÄLIKUTE HÄÄLDAMINE

Inglise keeles on 20 täis- ja kaksiktäishäälikut ning 24 kaashäälikut. Järgnevalt on antud ligikaudsed juhendid nende hääldamiseks.

KAASHÄÄLIKUD (KONSONANDID)

- [p] — hääldatakse umbes nagu eesti keeles *p* sõnas *sepp*, ainult intensiivsemalt, s. t. aspireeritult.
- [b] — hääldatakse heliliselt, umbes nagu eesti keeles *b* sõnas *õmblema*.
- [m] — hääldatakse nagu eesti keeles *m*.
- [f] — hääldatakse nagu *f* sõnas *telefon*.
- [v] — hääldatakse nagu *v* sõnas *kivvi*, kusjuures alumine huul surutakse tugevasti vastu ülemisi hambaid.
- [t] — hääldatakse eesti keele häälikust *t* tagapoolsemalt ning aspireeritult. [t] hääldamisel puudutab keeleots alveole (mitte hambaid, nagu eesti keeles).
- [d] — hääldatakse heliliselt (nagu vene keeles *д* sõnas *дом* või saksa keeles *d* sõnas *die*).
- [n] — hääldatakse eesti keele häälikust *n* tagapoolsemalt.
- [s] — hääldatakse nagu eesti keeles *s*.

[z] — hääldatakse heliliselt (nagu vene keeles *з* sõnas *роза* või saksa keeles *s* sõnas *reisen*).

[θ] on helitu hammashäälik, mille vaste eesti keeles puudub. Hääliku [θ] moodustamiseks asetatakse keeleots hammaste vahele. Keel on lõtv ning kujult lai ja lame. Keeleküljed puudutavad hambaid. Ülemiste hammaste ja keeleotsa vahel tekib pilu. Ohuvool tungib läbi pilu, tekitades kahinat. Keel ei tohi puudutada huuli ega ulatuda hammastest palju ettepoole.

[ð] on eelmise hääliku heliline variant, mille moodustamisest võtavad osa häälekurrud.

[ʃ] — hääldatakse nagu *š* sõnas *šokolaad*.

[ʒ] — hääldatakse nagu *ž* sõnas *žürii*.

[tʃ] — hääldatakse nagu *tš* sõnas *tšello*.

[dʒ] — hääldatakse nagu *dž* sõnas *džäss*.

[l] — hääldatakse eesti keele häälikust *l* eespoolsemalt. Inglise keeles on häälikul [l] kaks varianti — tume ja hele. Hele variant esineb sõna ja silbi algul, kõlades umbes nagu *l* eesti sõnas *ligi*. [l] hääldatakse tumedana sõna ja silbi lõpul, kusjuures keeleselja tagaosas on tõusnud ja keskosa alla laskunud. Tume [l] kõlab umbes nagu vene keeles *л* sõnas *стол*.

[r] — hääldatakse hoopis erinevalt eesti keele häälikust *r*. Eesti keeles hääliku *r* tekitamisel keeleots väriseb, inglise keeles on aga liikumatu. Õige hääldamise saavutamiseks tuleb hääldada pikk *a*, seejuures keeleotsa tõstes.

[j] — hääldatakse nagu eesti keeles *j*.

[g] — hääldatakse heliliselt (nagu vene keeles *г* sõnas *рыча* või saksa keeles *g* sõnas *gut*).

[k] — hääldatakse umbes nagu eesti keeles *k* sõnas *kepp*, ainult aspireeritult.

[ŋ] — hääldatakse nagu *n* sõnas *rong*, kui jätta *g* hääldamata.

[h] — hääldatakse nagu eesti keeles *h*, ainult pisut intensiivsemalt.

[w] on lühike *u*-häälik, mis esineb konsonandi osas vokaali ees. [w] hääldamisel on huuled tugevasti ümardatud ja keeleots tõmmatud alumiste hammaste juurest tahapoole nagu vilistamisel.

TAISHÄÄLIKUD (VOKAALID)

[ʌ] — hääldatakse umbes nagu eesti keeles *a* sõnas *kamm*.

[e] — hääldatakse pisut lahtisemalt kui eesti keeles lühike *e* sõnas *et*.

[i] — hääldatakse eesti keele lühikese *i* ja *e* vahepealse häälikuna, umbes nagu teine *i* sõnas *sinine*.

[ɔ] — hääldatakse lahtisemalt kui eesti keeles lühike *o* (*a*-taoliselt). Inglise keele [ɔ] hääldamisel laskub alalõug tugevasti alla. Huuled on avatud ja ümardatud, kuid mitte ette lükatud.

- [u] — hääldatakse umbes nagu eesti keeles *u* sõnas *kukk*. Huuled on ümardatud, kuid mitte ette lükatud.
- [æ] hääldatakse umbes nagu eesti keeles *ä* sõnas *kätt*. Suunurgad on [æ] hääldamisel tahapoole tõmmatud ja huuled rohkem avatud kui eesti keeles.
- [ə] meenutab pisut eesti keele lühikese *õ* ja *ö* vahepealset häälikut. [ə] hääldamisel on keeleselg lame ja huuled ümardamata. Häälik [ə] esineb ainult rõhuta silbis.
- [ɑ] — hääldatakse umbes nagu eesti keeles pikk *a* sõnas *paat*, ainult tagapoolsemalt. Huuled ei ümardu ja on tugevasti avatud.
- [i] — hääldatakse nagu eesti keeles pikk *i* sõnas *piik*, ainult keeleselg ei tõuse nii kõrgele kui eesti keele pika *i* hääldamisel.
- [o] — hääldatakse umbes nagu eesti keeles pikk *o* sõnas *tool*, ainult keele asend on madalam ja tagapoolsem, mistõttu häälik on madala tooniga.
- [u] — hääldatakse umbes nagu eesti keeles pikk *u* sõnas *tuum*, kuid seejuures ei ole huuled ette lükatud nagu eesti keele *u* hääldamisel.
- [ai] — hääldatakse mõnevõrra erinevalt eesti keele pikast *õ*-häälikust. Keel on ühtlaselt tõstetud ja huuled ümardamata.

KAKSIKTAISHÄÄLIKUD (DIFTONGID)

- Inglise keeles hääldatakse kaksiktaishäälikute teist häälikut lühemalt nõrgemalt kui esimest häälikut.
- [ei] esimene häälik on lahtisem kui vastav eesti häälik ja teine häälik nõrgem kui eesti keele sõnas *ei*.
- [i:] teine häälik on nõrk [i], mis sarnaneb eesti *e*-häälikuga.
- [au] — hääldatakse umbes nagu eesti keeles *au* sõnas *laud*, ainult teine häälik [u] on tunduvalt nõrgem.
- [eə] esimene häälik on [e] ja [æ] vahepealne. Hääliku moodustamisel on keeleots alumiste hammaste juures: keeleselja eesosa on tõstetud kõva suulae suunas ning asub kõrgemal kui [æ] puhul, kuid madalamal kui [e] puhul. Huuled on pisut tahapoole tõmmatud. Eesti keeles vastav häälik puudub.
- [ou] esimene häälik meenutab eesti *õ* ja *ö* vahepealset häälikut, teine häälik on nõrk [u].
- [oi] meenutab eesti diftongi *oi* sõnas *toit*, ainult [i] on nõrgem.
- [io] esimene häälik kõlab selgemalt kui üksikvokaal [i].
- [uo] esimese hääliku moodustamisel ei lükku huuled ette, teine häälik on nõrk [ə].

SONARÕHK

Inglise keele kahe silbilistes sõnades langeb rõhk tavaliselt esimesele silbile, näit. *study* ['stadi], *sister* ['sistə].

Mitmesilbilistes sõnades langeb rõhk tavaliselt kolmandale silbile lõpust, näit. *university* [jun'i'vɜ:siti], *family* ['fæmili].

REDUKTSIOON

Rõhuline silp on inglise keeles tugev ja selge, rõhuta silp aga tunduvalt nõrgem. Inglise keelele on iseloomulik vokaalide redutseerumine või koguni nende kadumine rõhuta silbis, näit. *teacher* ['ti:tʃə], *pencil* ['pensl].


INTONATSIOON


Intonatsiooniks nimetatakse teatud keelele iseloomulikku meloodiat, mis on tingitud rõhuliste ja rõhutute silpide vaheldumisest tekkinud rütmist ning hääletooni tõusudest ja langustest niihästi lause keskel kui ka lõpus.

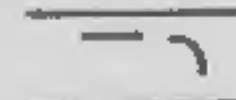
Inglise keeles on kaks põhilist intonatsiooni — langev ja tõusev intonatsioon.

Meloodia langus lause lõpus on inglise keeles palju järsem kui eesti keeles. Ühtlasi algab ingliskeelne lause meloodiliselt palju kõrgemalt kui eestikeelne lause.

Graafiliselt kujutatakse keele meloodiat punktide ... (rõhuta silbid),

kriipsude — (rõhulised silbid) ja kaarekestega  (tähis-

tab hääle järsku langust,  tõusu). Neid märke kasutatakse kahe paralleelse sirge vahel, mis tähistavad hääleulatuse piire.

Come here.  Tule siia.
[ˈkʌm ˈhiə]

Tell me.  Ütle mulle; jutusta mulle.
[ˈtel mi(ɪ) ɪ]

¹ Omarsulud tähistavad vastava märgi või hääliku fakultatiivsust, s. t. mittekohustuslikkust. Käesolevas näites on seega võimalik hääldada niihästi [mi:] kui ka [mi].

Kui hääle järsku langust või tõusu tahetakse märkida teksti sees, mille aga tonogrammina kahe paralleelse sirge vahel, kasutatakse noolekest. \downarrow tähistab hääle järsku langust, \uparrow tõusu.

This is a \downarrow street.

Is this a \uparrow pen?

Langevat intonatsiooni kasutatakse jutustavates lausetes, käsklausetes ja eriküsimustes.

Märkus. Palvet väljendavates käsklausetes ja väga isiklikku laadi eriküsimustes tarvitatakse tõusvat intonatsiooni.

Would you give me a pencil?

[ˈwʊdju ˈɡɪv mi əˈpensl]

$\text{---} \cdot \text{---} \cdot \text{---}$

Kas te annaksite mulle pliiatsi?

Langeva intonatsiooniga lause rõhuta algussilpide hääldamisel hääle pidevalt tõuseb ja saavutab kõrgeima tooni esimesel rõhulisel silbil, millest peale hääle jälle langeb.

There is a lamp.

[tɪz əˈlæmp]

$\cdot \cdot \cdot \downarrow$

See on lamp.

Lause rõhuta algussilpe võib hääldada ka ühtlasel madalal toonil.

There is a lamp.

$\text{---} \cdot \text{---} \cdot \text{---}$

Lause lõpus asuvat viisakussõna *please* [pli:z] 'palun' hääldatakse ühtlase tooniga, milleni hääle on jõudnud pärast viimast langust.

Show me a pen, please.

[ʃəʊ mi(r) əˈpen pli:z]

$\text{---} \cdot \text{---} \cdot \text{---}$

Palun näita mulle sulepead.

Tõusvat melodiat kasutatakse üldküsimustes, mis eesti keeles algavad sõnaga 'kas'.

Is this a pencil?

[ɪz ðɪs əˈpensl]

$\text{---} \cdot \text{---} \cdot \text{---}$

Kas see on pliiats?

(On see pliiats?)

Tõusvat melodiat kasutatakse ka loetelus, kusjuures loetelu viimane sõna hääldatakse langeva intonatsiooniga.

Map, a \uparrow pen and a \downarrow plan

Kui loetelus on sõnad ühesilbilised, toimub nii hääle langus kui ka ühesilbisiseselt; kui aga sõnas on rohkem silpe ja sõna lõpeb rõhuta silbiga, toimub hääle langus viimases rõhulises silbis ja hääle tõus rõhuta silbis.

LAUSERÕHK

Inglisekeelses lauses on tavaliselt rõhutatud iseseisva tähendusega sõnad. Lauserõhulisteks sõnadeks võivad olla nimisõnad, omadussõnad, põhitegusõnad, arvsõnad, määrsõnad ning küsivad, näitavad ja rõhutavad asesõnad, mõnikord ka abitegusõnad, isikulised, omastavad, enesekohased ja siduvad asesõnad. Rõhutute sõnade hulka kuuluvad artiklid, isikulised, omastavad, enesekohased ja siduvad asesõnad, sidesõnad, asesõnad, abitegusõnad ja partiklid.

LAUSERÜTM

Inglise keeles on kujunenud välja omapärane rütm: rõhulised sõnad esinevad tavaliselt vaheldumisi rõhuta sõnadega. Iga rõhuline silp moodustab järgneva või järgnevate rõhuta silpidega rütmilise ühiku. Lause iga rütmilise ühiku hääldamiseks kuluv aeg peab olema enam-vähem võrdne. Järelikult, mida suurem on silpide arv rütmilises ühikus, seda kiiremini tuleb silpe hääldada.

Show me a pen.

[ʃəʊ mi(r) əˈpen]

$\text{---} \cdot \text{---} \cdot \text{---}$

The plate is on the table.

[ðəˈpleɪt ɪz ɒn ðəˈteɪbl]

$\text{---} \cdot \text{---} \cdot \text{---}$

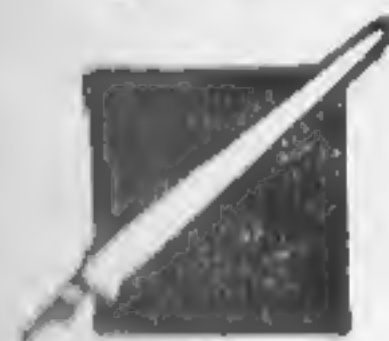
Taldrik on laual.

EELKURSUS

1

Is this a...?

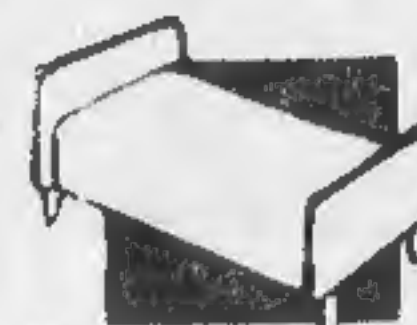
[e]



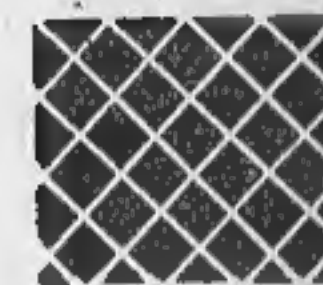
a pen



a desk



a bed



a net

Is this a pen?
Yes, it is a pen.
Yes, it is.

Is this a bed?
Yes, it is a bed.
Yes, it is.

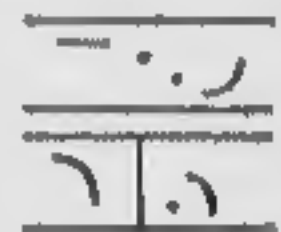
SONAD

Is [iz] on (üldoleviku ainsuse 3. pööre)
this [ðis] see (näitav asesõna)
a [ə] (umbmäärane artikkel); vt. Seletused teksti kohta
pen [pen] sullepea; sulg
desk [desk] koolipink; kirjutuslaud
bed [bed] voodi
net [net] võrk
yes [jes] jah
It [it] tema, ta (asja, nähtuse või looma kohta); see

SELETUSED TEKSTI KOHTA

a [ə] on umbmäärane artikkel. Artikkel on abisõna, millel ei ole iseseisvat tähendust, kuid mis nimisõna ees seistes on selle piiritlejaks. Umbmäärane artikkel tähistab mingit üht olendit, eset või nähtust paljude samasuguste olendite, esemete või nähtuste hulgas. Näit.: This is a desk. See on koolipink (s. t. üks paljudest koolipinkidest).

Is this a pen?



Kas see on sulepea?
(On see sulepea?)

Yes, it is.

Jah on ['it' jääb tõlkimata].

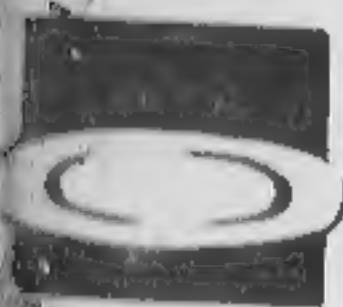
Küsimusi, mis on suunatud kogu lausele, nimetatakse üldküsimusteks. Üldküsimus algab verbiga; ta vastab eestikeelsele *kas-küsimusele*. Vastuseks on *yes* või *no*. Üldküsimuse lõpul hääl tõuseb.

Märkus. Kaashäälikute hääldamiseks leiame ligikaudseid juhendeid lk. 8–9. Kuid ärge unustage, et õige hääldamise omandate ikka ainult kuuldud häälikute imiteerimise teel.

8.2

This is a....

[i]



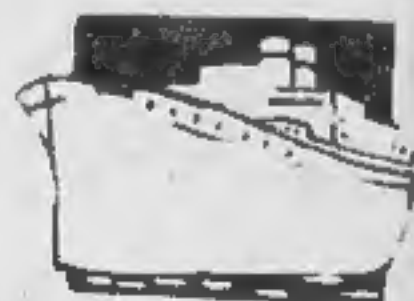
a dish



a fish



a tin



a ship

This is a dish.
Is this a dish?
Yes, it is a dish.
Yes, it is.

This is a tin.
Is this a tin?
Yes, it is a tin.
Yes, it is.



a street



a sheep



a tree



a leaf

[i]

This is a street.
Is this a street?
Yes, it is a street.
Yes, it is.

This is a sheep.
Is this a sheep?
Yes, it is a sheep.
Yes, it is.

SONAD

dish [diʃ] vaagen
fish [fiʃ] kala
tin [tiːn] konservikarp
ship [ʃip] laev

street [stri:t] tänav
sheep [ʃi:p] lammas
tree [tri:] puu
leaf [li:f] (puu)leht

HARJUTUS

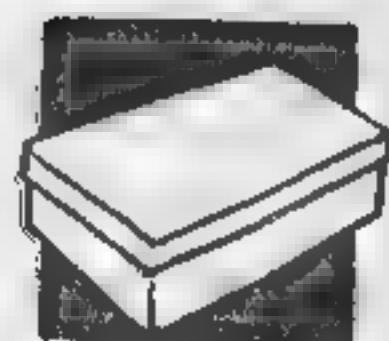
Moodustage kõigi õppepalas esinenud nimisõnade kohta küsimused. Andke neile vastused.

Näidis. Is this a fish?
Yes, it is a fish.
Yes, it is.

It is



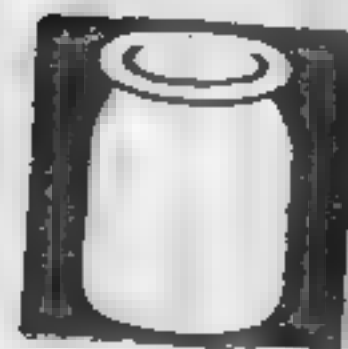
a dog



a box



a clock



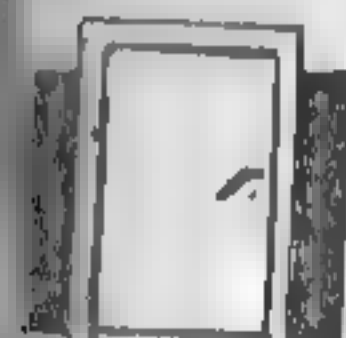
a pot

[o]

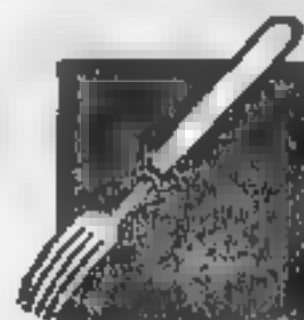
Is this a dog?
Yes, it is.
It's a dog.

Is this a clock?
Yes, it is.
It's a clock.

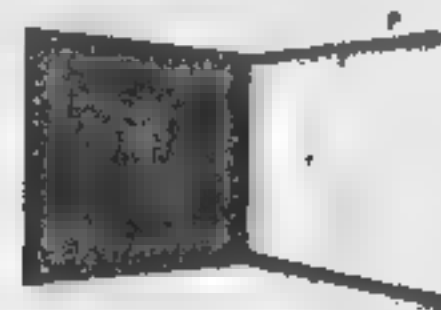
Is this a... or a...?



a door



a fork



a wall



a ball

[or]

Is this a door or a wall?
It's a door.

Is this a box or a fork?
It's a fork.

Is this a clock or a ball?
It's a ball.

ONAD

dog [dɒg] koer
box [bɒks] karp; kast
pot [pɒt] pott
clock [klɒk] (seina-, laua)kell
or [ɔr] või, ehk

door [dɔr] uks
fork [fɔrk] kahvel
ball [bɔl] pall
wall [wɔl] sein

SIETUSED TEKSTI KOHTA

Is this a door or a wall?  Kas see on uks või sein?

Valikküsimus nõuab täisvastust. Küsimuse esimeses pooles (enne sõna *or*) kasutatakse tõusvat intonatsiooni, teises pooles langevat intonatsiooni.

It's [Its] = **it is**. Lühemat vormi kasutatakse kõnekeeles.

HARJUTUS

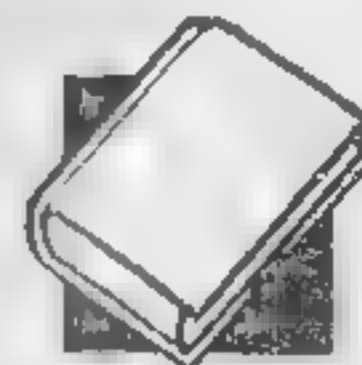
Moodustage neli valikküsimust. Andke neile vastused.

Näidis. Is this a dog or a fish?
It's a dog.
It's a fish.

§ 4

No, it is not...

[u]



a book



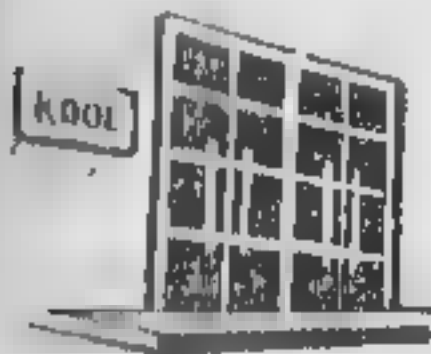
a foot



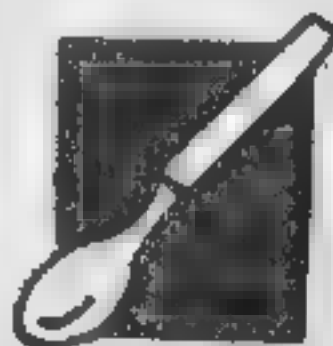
a bush

Is this a book?
 Yes, it is.
 No, it is not a book.
 No, it isn't.
 No, it is not a book, it is a pen

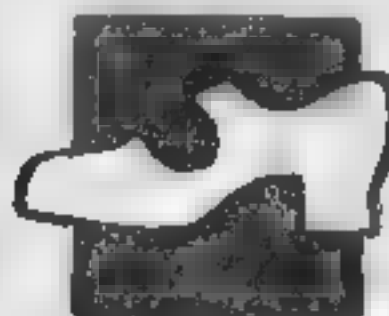
Is this a bush?
 Yes, it is a bush.
 Yes, it is.
 No, it is not a bush.
 No, it isn't.



a school



a spoon



a shoe

[u]

Is this a fork or a spoon?
 It's a spoon.

Is this a shoe?
 No, it's not a shoe, it's a foot.
 No, it isn't.

SONAD

no [nou] ei
 not [not] ei, mitte
 book [buk] raamat
 foot [fut] jalg, labajalg

bush [buʃ] põõsas
 school [skuul] kool
 spoon [spuun] lusikas
 shoe [ʃu] king

LETUSED TEKSTI KOHTA

no, it is not ei, see ei ole; ei ole
 isn't [ɪznt] = is not. Lühemat vormi kasutatakse kõnekeeles.

ARJUTUS 1

Andke jaatavad ja eitavad lühivastused järgnevatel küsimustele.

Näidis. Is this a book?
 Yes, it is.
 No, it isn't.

1. Is this a desk? 2. Is this a sheep? 3. Is this a bush? 4. Is this a pen? 5. Is this a street? 6. Is this a school?

ARJUTUS 2

lõhkige inglise keelde.

1. Kas see on kahvel või lusikas? See on lusikas. 2. Kas see on koer või lammakas? See on lammakas. 3. Kas see on põõsas või puu? See on puu.

\$ 5

What is this? What is that?

[A]



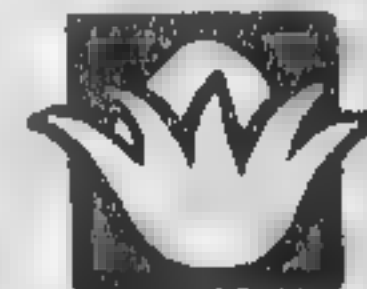
a bus



a cup



a duck



a nut

What is this?
 It is a cup.
 What's this?
 It's a nut.

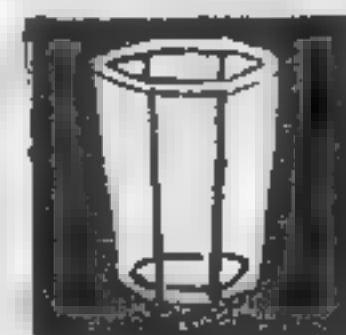
What is that?
 It is a bus.
 What's that?
 It's a duck.

Tell me what that is.

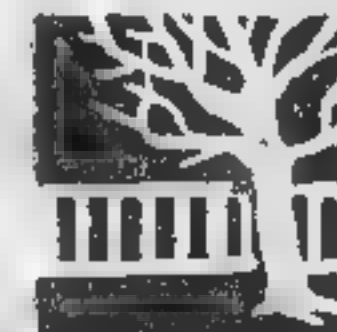
[aɪ]



a car



a glass



a garden

Tell me what that is.
 It's a glass.
 It's my glass.
 Show me your glass.
 This is my glass.
 Tell me what that is.
 It's a car.
 Show me the car.
 That is the car.

Show me the ball.
 This is the ball.
 Tell me what that is.
 It's a garden.
 Is this your garden?
 No, it isn't.

SONAD

what [wɒt] mis, mida
 that [ðæt] too, see seal
 bus [bʌs] buss
 cup [kʌp] tass
 duck [dʌk] part
 nut [nʌt] pähkel
 the [konsonandi ees ðə, vokaali ees ð]
 (määrav artikkel)
 tell [tel] ütlema

me [mi:] minule, mulle
 car [kɑ:] auto
 glass [glɑ:s] klaas
 garden ['gɑ:dn] aed
 my [maɪ] minu, mu, (minu)
 oma
 your [jə:] teie, sinu, (teie või sinu)
 oma
 show [ʃəʊ] näitama

SELTUSETD TEKSTI KOHTA

What is this? ['wɒt iz 'ðis]

It is a cup.

Küsitades, mis on suunatud mingile ühele lauseliikmele, nimetatakse küsimusteks. Eriküsimus algab küsiiva sõnaga. Eriküsimusele vastatakse lühelangeb, nagu jutustavas lauses.

what's [wɒts] = what is

this [ðɪs] ja that [ðæt] on näitavad asesõnad. Asesõna this osutab ruumile või ajas lähedal asuvatele, asesõna that kaugemal asuvatele esemetele, olenditele ja nähtustele.

Näit.: This is a pen. That is a wall.

the [ðə, ði] on määrav artikkel. Inglise keeles on kaks artiklit — umbmäärane a ja määrav the. Määravat artiklit tarvitatakse, kui juttu on mingist ühest täiesti kindlast või varem mainitud olendist, esemest või nähtusest.

Näit.: It's a car. Show me the car.

Määravat artiklit kasutatakse ka sel puhul, kui mingi ese, olend või nähtus on antud kohas või olukorras ainuke.

Näit.: That is the door. (See on uks) [Antud ruumis on ainult üks uks]

tell me ütle (või ütelge) mulle
 show me näita (või näidake) mulle

HARJUTUS 1

1. Take küsimustele, kasutades sulgudes olevaid sõnu.

Näidis: What's this? (nut, leaf, box)
 It's a nut.
 It's a leaf.
 It's a box.

1. What's that? (car, bus) 2. Tell me what this is. (cup, glass)
 3. Tell me what that is. (street, garden)

HARJUTUS 2

Moodustage valikküsimused järgnevaist sõnapaaridest.

Näidis. (fish, dish)

Is this a fish or a dish?

1. (cup, nut); 2. (spoon, fork); 3. (wall, door); 4. (shoe, foot).

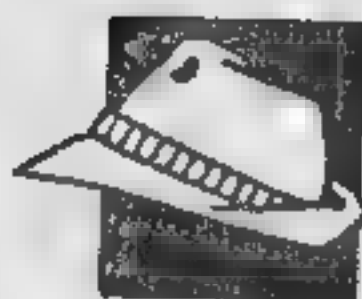
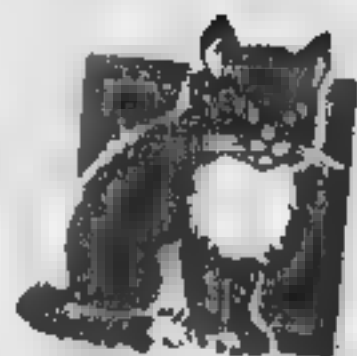
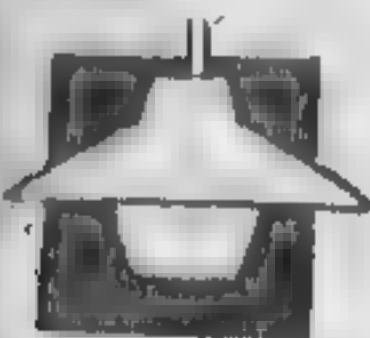
HARJUTUS 3

1. Kirge inglise keelde.

1. Ütelge mulle, mis see on. 2. See on kahvel. 3. Näidake mulle kahvil. 4. Kas see on uks? Ei ole. 5. Kas see on puu või põõsas? 6. See on põõsas.

Have you a...?

[æ]



a lamp

a cat

a hat

a flag

Have you a lamp?
Yes, I have a lamp.
Yes, I have.
No, I have no lamp.
No, I haven't.
Have you a cat?
Yes, I have a cat.
Yes, I have.
No, I have no cat.
No, I haven't.

Have I a hat?
Yes, you have a hat.
Yes, you have.
No, you haven't.
Have I a flag?
Yes, you have a flag.
Yes, you have.
No, you haven't.

Show me the hat. This is the hat. Is this the hat? Yes, it is. Show me the flag. That is the flag. Is that the flag? Yes, it is.

SONAD

have [hæv] omama
you [ju] teie, te, sina, sa
[ai] mina, ma
lamp [læmp] lamp

cat [kæt] kass
hat [hæt] kübar
flag [flæg] lipp

SÄLETUSED TEKSTI KOHTA

Have you...? Kas sul on...? On sul...? Kas teil on...? On teil...?

I have minul on

you have sinul (või teil) on

No, I have no lamp. Ei, mul ei ole lampi.

haven't ['hævnt] = have not

Märkus. Inglise keeles kirjutatakse sõna I alati suure tähega.

HARJUTUS 1

Vastake küsimustele?

1. Have you a cat? 2. Have you a dog? 3. Have you a lamp?
4. Have you a desk?

HARJUTUS 2

Tõlkige inglise keelde.

1. Mis see on? See on auto. 2. Ütelge mulle, mis see on. See on part.
3. Kas see on kass või koer? See on kass. 4. Kas teil on aed? Jah, (mul)
on. 5. See on minu raamat. 6. Too on sinu raamat.

§ 7

Where?

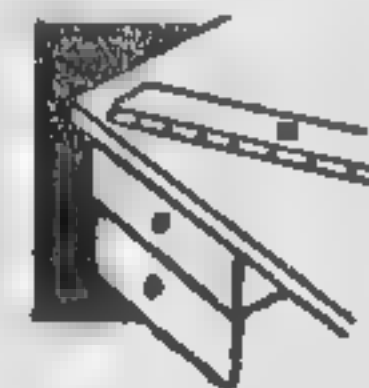
[ə]



a ruler



a teacher

The ruler
is on the desk.

This is a ruler.
Where is the ruler?
The ruler is on the desk.
Show me the ruler.
This is the ruler.

Is this a teacher?
No, it is not a teacher.
No, it isn't.
Has the teacher a ruler?
Yes, the teacher has a ruler.
Yes, he has.



a bird



a girl

[ə]

What's this?
It's a bird.
Where is the bird?
The bird is in a tree.
Is the bird in a tree?
Yes, it is.

SONAD

where [weə] kus
ruler ['ru:lə] joonlaud
teacher ['tɪtʃə] õpetaja
on [ɒn] peal, -l; peale, -le
has [hæz] (tal) on

What's that?
It's a girl.
Where is the girl?
The girl is in the garden.
She is in the garden.
Is the girl in the garden?
Yes, she is.

he [hi:] tema, ta (meessoost olendi kohta)
bird [bɜ:d] lind
girl [gɜ:l] tütarlaps, tüdruk
in [in] sees, -s; sisse, -sse
she [ʃi:] tema, ta (naissoost olendi kohta)

VALITUSED TEKSTI KOHTA

in a tree' puu otsas

LAARJUTUS 1

Moodustage lauseid.

1. the, the, in, is, bus, street. 2. the, the, in, is, bus, girl. 3. the, the, on, is, lamp, desk? 4. a, a, this, or, is, book, pen? 5. the, is, where, pen? 6. the, the, in, is, box, pen.

LAARJUTUS 2

Moodustage küsimused, millele antud laused on vastuseks.

Näidis. It's a tree.
What's this? (või What's that?)

1. It is a ruler. 2. It's a cat. 3. The cat is in the box. 4. Yes, I have a ruler. 5. No, it is not a hat. 6. The dog is in the garden. 7. Yes, she has. 8. No, he has not.

LAARJUTUS 3

Muutke antud laused eitavaks.

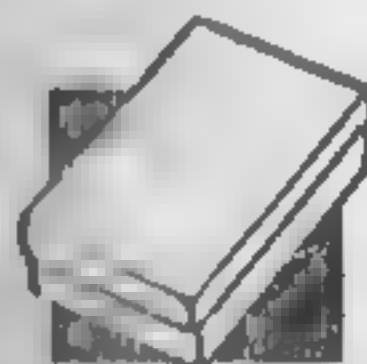
Näidis. He is in the garden.
He is not in the garden.

1. The bird is in a tree. 2. The lamp is on the desk. 3. My book is the box. 4. She is in the bus. 5. This girl is a teacher. 6. The cat is in the garden. 7. The street is long.

§ 8

This box is...

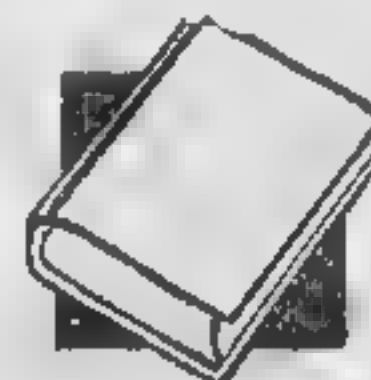
Is this box...?



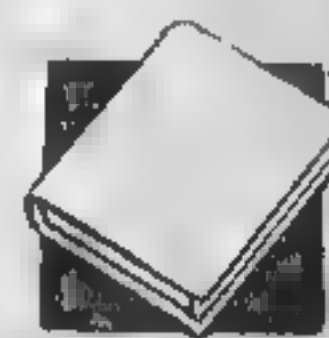
a big box



a small box



a thick book

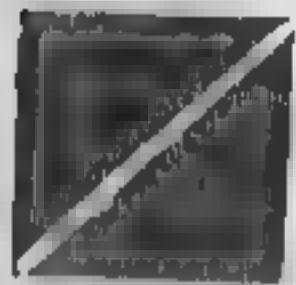


a thin book

This box is big.
This is a big box.
Is this box big?
Yes, it is.
This box is small.
This is a small box.

Is this box small or big?
It is small.
What is small?
The box-is.
Tell me what is small.
The box is.

This book is thick. This is a thick book. Is this book thick? Yes, it is. This book is thin. This is a thin book. Is this book thick or thin? It is thin. What is thin? The book is. Tell me what is thin. The book is.



[ai]

a long line

a short line



a black tie

a white tie

This line is long.
This is a long line.
Is this line long?
No, it isn't, it is short.
This tie is black.
This is a black tie.
Is this tie black or white?
It is white.
What is white?
The tie is.
Tell me what is white.
The tie is.

SONAD

big [big] suur
small [small] väike
thick [thick] paks
thin [thin] õhuke
line [line] joon

long [long] pikk
short [short] lühike
tie [tie] lips, kaelaside
black [black] must
white [white] valge

IIARJUTUS 1

Moodustage küsimused.

Näidis. This street is long.
Is this street long?

1. This cup is small. 2. This cat is black. 3. That ship is big. 4. This sheep is white. 5. The pot is black. 6. The door is white.

IIARJUTUS 2

Näitke laused vastavalt näidisele.

Näidis. This line is short.
This is a short line.

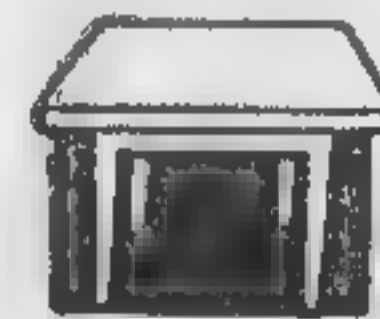
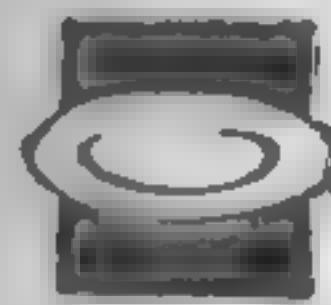
1. This bush is small. 2. This tree is big. 3. This garden is small.
4. The ruler is long. 5. That ruler is short. 6. This bird is black. 7. That car is white.

IIARJUTUS 3

Loetke inglise keelde.

1. Mul on raamat. Raamat on paks. 2. Uks on valge. 3. See on valge
4. Näita mulle valget ust. 5. See king on must. 6. Utle mulle, mis
on must. See king (on). 7. Mis see on? See on väike lusikas. 8. Utle
mulle, mis on väike. Lusikas (on).

[ei]



a plate

a table

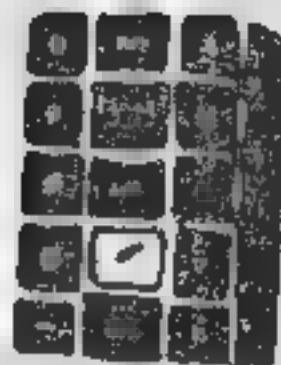
The plate
is on the table.

This is a plate and that is
a table.
Where is the plate?

The plate is on the table.
Show me the plate.
This is the plate.



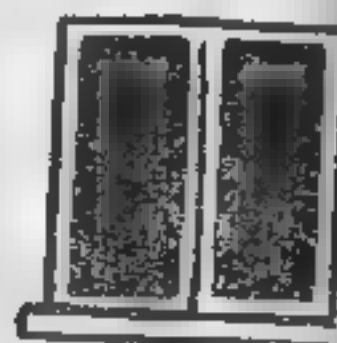
a rose



a stove



a boat



a window

[ou]

What is this?
This is a rose.
The rose is red.
This is a red rose.
Is this your rose?
Yes, it is.
Show me the red rose.
This is the red rose.

What's this?
This is a stove.
The stove is big.
This is a big stove.
Is this a big stove?
Yes, it is.

This is a boat and that is a window. The boat is big and the window is large.

SONAD

plate [pleit] taldrik
table [teibl] laud
and [ænd, ɛnd] ja
rose [rouz] roos
stove [stouv] ahi

red [red] punane
boat [bout] paat
window ['windou] aken
large [laɪdʒ] suur, avar

IIARJUTUS 1

Vastake küsimustele.

1. Is the window large or small? 2. Is the stove big or small? 3. Is the line long or short? 4. Where is the plate? 5. Where is the bird? 6. Where is the girl?

IIARJUTUS 2

lõtkke lüngad sõnadega is või has.

1. The girl — a bird. 2. The rose — red. 3. The garden — large. 4. The teacher — a ruler. 5. He — a red flag. 6. She — a thin book. 7. The plate — on the table.

IIARJUTUS 3

Aloudustage küsimused.

Näidis. The plate is on the table.
Where is the plate?
The car is in the street.
What is in the street?

1. The spoon is in the cup. 2. The spoon is in the cup. 3. The rose is red. 4. My book is on the table. 5. This is a red rose. 6. This is a clock. 7. The clock is on the desk. 8. The fish is in the net.

IIARJUTUS 4

lõtkke vastandid sõrendatud omadussõnadele.

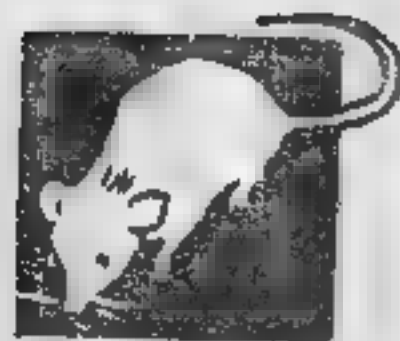
1. This book is thin. 2. The line is long. 3. She has a black cat. 4. The garden is large. 5. I have a big desk. 6. This school has a small garden.



a house



a cow

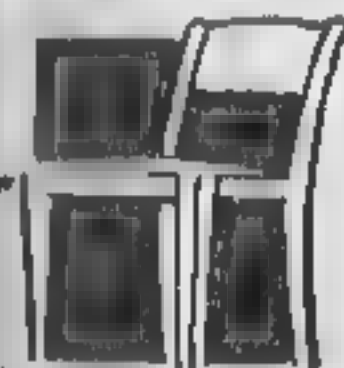


a mouse

[au]

Tell me what this is.
This is a house.
It is a big house.
Now show me the house,
please.
This is the house.

Where is the house?
The house is in the street.
Is this a cow or a mouse?
It's a mouse.
Is the mouse in the garden?
No, it isn't.
Have you a cow?
No, I haven't.



a chair



a pear



a bear

[ea]

Is the pear on the tree?
Yes, it is.
Is it on the chair?
No, it isn't.
Where is it?
It's on the tree.

What's on the tree?
The pear is.
Is the pear ripe?
Yes, it is.
This is a ripe pear.

This is a bear. The bear is brown. This is a brown bear. Is the bear on the chair? No, it isn't. Where is the bear now? He is here. What is here? The bear is.
Is the chair here or there? It's there. Show me the chair. That's the chair.

SONAD

house [haus] maja
cow [kau] lehm
mouse [maus] hiir
now [nau] nüüd
please [pliz] palun
chair [tʃeə] tool

pear [peə] pirn
bear [beə] karu
ripe [raip] küps
brown [braun] pruun
here [hiə] siin
there [ðeə] seal

HARJUTUS 1

Andke lühivastused.

NÄidis. What is large?
The garden is.

1. What is black? 2. What is here? 3. What is on the table? 4. What is on the tree? 5. What is in the tree? 6. What is long? 7. What is short? 8. What is ripe?

HARJUTUS 2

Arutage lühikadesse in või on.

1. The house is — the street. 2. The clock is — the desk. 3. The spoon is — the cup. 4. He is not — the garden. 5. The bus is — the street. 6. The fish is — the net. 7. The pear is — the tree.

HARJUTUS 3

Alustage küsimused ja andke vastused.

NÄidis. My book is on the table.
Is your book on the table?
Yes, it is. (või No, it is not.)

1. The rose is red. 2. The teacher has a ruler. 3. This is my book. 4. This tree is big. 5. This is a brown bear. 6. I have a black cat.

IIARJUTUS 4

Moodustage lauseld.

1. the, show, please, me, mouse. 2. the, now, is, where, mouse? 3. the, the, in, now, is, house, mouse. 4. is, that, me, what, tell. 5. this, or, is, black, white, sheep? 6. a, this, has, small, school, garden.

PÕHIKURSUS

LESSON ONE ANN PARK

My name is Ann Park. I am a student. I live in Tartu. I have a sister and a brother. My sister Kate is a pupil. She goes to school. My brother Tom is also a pupil. At school they read and write.

I have a friend. Her name is Mary. She is a student too. We study English. We speak English. We read and write English.

At home we help Mother. We help Mother to cook dinner. In the evening I like to read a good book.

NOTES TO THE TEXT (SELETUSED TEKSTI KOHTA)

Ann Park [æn pa:k]

Kate [keɪt]

she goes to school ta käib koolis

Tom [tɒm]

at school koolis

Mary [ˈmæri]

too lähenduses 'ka' asetatakse lause lõppu, mitte rõhutatava sõna ette

at home kodus

to cook dinner lõunat valmistama

to on inglise keeles ma-tegevusnime (infinitivi) tunnus: to read [təˈri:d] (lugema); to

write [təˈraɪt] (kirjutama)

in the evening [ɪn ðiˈi:vnɪŋ] õhtul

Määraval artiklil the hääldatakse [ði] täishäälikuga algava nimisõna või nimisõna

ajendi res.

I like mulle meeldib, ma armastan

GRAMMAR (GRAMMATIKA)

1. ÜLDOLEVIK (THE PRESENT INDEFINITE)

Autav vorm (Affirmative Form)

1) Üldolevik moodustatakse verbi infinitiivist, kusjuures ainsuse 3. pöördes lisatakse infinitiivile pöördelõpp -s:

| | | | |
|----------|-------------|-----------|----------------|
| I read | (mina loen) | we read | (meie loeme) |
| you read | (sina loed) | you read | (teie loete) |
| he reads | (tema loeb) | they read | (nemad loevad) |

2) Kui infinitiiv lõpeb konsonantidega s, ss, sh, ch, tch, x, lisatakse ainsuse 3. pöördes lõpp -es:

| | | |
|-----------------|-----------|------------------------|
| to wash [wɒʃ] | (pesema) | — he washes [ˈwɒʃɪz] |
| to box [bɒks] | (poksima) | — he boxes [ˈbɒksɪz] |
| to catch [kætʃ] | (püüdma) | — he catches [ˈkætʃɪz] |

3) Kui infinitiiv lõpeb vokaaliga y, mille ees on konsonant, muutub lõpu -es ees i-ks:

to study [ˈstadi] — he studies [ˈstadiz]

Kui infinitiiv lõpeb vokaaliga y, mille ees on vokaal, jääb y muutumatuks ja pöördelõppuna lisandub ainult -s:

to study [ˈstadi] — he studies [ˈstadiz]

4) Kui infinitiiv lõpeb vokaaliga o, lisatakse ainsuse 3. pöördes, lõpp -es:

to go [ɡoʊ] — he goes [ɡoʊz]

Ainsuse 3. pöörde lõppu hääldatakse:

[s] vokaalide ja heliliste konsonantide järel:

to go — he goes [ɡoʊz]

to play — he plays [pleɪz]

to live — he lives [lɪvz]

to read — he reads [riːdz]

[z] helitute konsonantide järel:

to help — he helps [helps]

to write — he writes [raɪts]

[tʃ] helitute konsonantide järel:

to wash — he washes [ˈwɒʃɪz]

to dress [dres] (riietuma) — he dresses [ˈdresɪz]

Üldolevikku tarvitatakse:

1) olusele püsivalt omase tegevuse või olukorra väljendamiseks olevikus:

She goes to school.

We study English.

2) harjumuspärase või korduva tegevuse väljendamiseks olevikus:

In the evening I like to read a good book.

3) mitme üksteisele järgneva tegevuse väljendamiseks seotud jutus:

He washes, dresses, and goes to school. At school he studies. He speaks English. He reads and writes.

2. ÜLDOLEVIK (THE PRESENT INDEFINITE) VERBIDEST TO BE JA TO HAVE

Autav vorm (Affirmative Form)

to be olema

to have omama

| | | | | | |
|------------------|------------|---------|------------------|-----------|----------|
| I am at home | mina olen | } kodus | I have a book | minul on | } raamat |
| you are at home | sina oled | | you have a book | sinul on | |
| he is at home | tema on | | he has a book | temal on | |
| she is at home | tema on | | she has a book | temal on | |
| it is at home | tema on | | it has a book | temal on | |
| we are at home | meie oleme | } | we have a book | meil on | } |
| you are at home | teie olete | | you have a book | teil on | |
| they are at home | nemad on | | they have a book | nendel on | |

EXERCISE 1

Peorake üldolevikus.

1. I have a sister. 2. I read a book. 3. I help Tom. 4. I study English.

EXERCISE 2

Asendage sõrendatud nimisõnad asesõnadega.

Näidis. Tom goes to school.
He goes to school.

1. Ann is a student. 2. Tom is a pupil. 3. Kate is her sister.
Mother is at home. 5. Ellen ['elin] is at school. 6. Kate and
Tom read and write.

EXERCISE 3

Täitke lüngad tegusõna be vormidega.

1. I ... a student. 2. Mary ... my friend. 3. We... at home.
4. Pete [piit] ... at school. 5. You ... my sister. 6. Her name ...
Ann. 7. Tom ... a good brother.

EXERCISE 4

Täitke lüngad.

1. Kate goes ... school. 2. We ... Mother to cook 3. We
study 4. I ... a sister. 5. I write English ... home. 6. ...
evening I like to read. 7. My name is

EXERCISE 5

Põlkige inglise keelde.

1. Minu vend on koolis. 2. Ta on õpilane. 3. Mina olen üliõpilane.
4. Jane [dʒein] ja Ann õpivad koolis. 5. Tom on kodus. 6. Minu
ema on ka kodus. 7. Mina elan Tartus. 8. Tom ja Bob [bɒb] räägi-
vad inglise keelt. 9. Mina abistan oma (my) ema. 10. Talle meeldib
lugea head raamatut.

2 LESSON TWO IN THE MORNING

2

It is morning. I get up at seven o'clock. My sister Kate also gets
up at seven. We have breakfast. We have a cup of coffee and bread-
and butter.

My sister Kate goes to school by bus. At the bus-stop she meets
her friends.

Tom's lessons begin at ten o'clock. He has a new school-bag. He
takes his text-books, his pencil-box, his notebooks, pencils and his
pen. He says good-bye to his mother and father and leaves home.

NOTES TO THE TEXT

In the morning hommikul
It is morning on hommik
to get up üles tõusma
at seven (o'clock) kell seitse
we have breakfast me sööme hommikueinet
we have a cup of coffee me joome tassi kohvi
by bus bussiga
at the bus-stop bussipeatuses
to say good-bye hüvasti jätma
Mother ja Father kirjutatakse tavaliselt suure algustähega, kui on mõeldud oma ema
ja isa ning nimetuse ees ei kasutata omastavat asesõna. Näit.: Where is Father?, aga
My father is in the garden.

GRAMMAR

1. NIMISONA (THE NOUN)

Nimisõna on sõnaliik, mis tähistab mingit olendit (girl, duck, cat),
eset (table, spoon) või nähtust (morning, language ['læŋgwɪdʒ] keel,
friendship ['frendʃɪp] sõprus).

Nimisõnade mitmus (The Plural of Nouns)

1) Nimisõnade mitmuse moodustamisel lisatakse tavaliselt ainsuse
vormile lõpp -s:

book — books (raamat — raamatud)
friend — friends
rose — roses ['rouzɪz]

2) Kui nimisõna lõpeb konsonantidega **s, ss, sh, ch, tch, x**, lisatakse talle lõpp **-es**, mida hääldatakse [ɪz]:

bus — buses [ˈbʌsɪz]
glass — glasses [ˈglɑːsɪz]
bush — bushes [ˈbʊʃɪz]
box — boxes [ˈbɒksɪz]

3) Kui nimisõna lõpeb vokaaliga **y**, mille ees on konsonant, muutub **y** mitmuse moodustamisel **i**-ks ja sellele lisatakse lõpp **-es**:
country [ˈkʌntri] — countries [ˈkʌntriz] (maa — maad)

Kui lõpu **-y** ees on vokaal, jääb **y** muutumata ja mitmuses lisandub ainult **-s**:

day [deɪ] — days [deɪz] (päev — päevad)
boy [bɔɪ] — boys [bɔɪz] (poiss — poisid)

4) **o**-lõpuliste nimisõnade mitmus moodustatakse mõnikord lõpu **-es**, mõnikord lõpu **-s** abil:

potato [pəˈteɪtəʊ] — potatoes [pəˈteɪtəʊz] (kartul — kartulid)
Negro [ˈniːɡroʊ] — Negroes [ˈniːɡroʊz] (neeger — neegrid)
photo [ˈfəʊtəʊ] — photos [ˈfəʊtəʊz] (foto — fotod)
radio [ˈreɪdiəʊ] — radios [ˈreɪdiəʊz] (raadio — raadiod)

5) Enamikus **f**- või **fe**-lõpulistes nimisõnades muutub **f** mitmuse moodustamisel **v**-ks ja sellele lisandub lõpp **-(e)s**, mida hääldatakse [z]:

leaf — leaves [li:vz]
life [laɪf] — lives [laɪvz] (elu — elud)

6) Mõnede nimisõnade mitmus moodustatakse nende türevokaali muutmise teel, ilma et neile mingit lõppu lisataks. Siia kuuluvad:

foot — feet [fi:t]
mouse — mice [maɪs]
man [mæn] — men [men] (mees — mehed)
woman [ˈwʊmən] — women [ˈwɪmɪn] (naine — naised)

7) Mõnedel nimisõnadel on ainsus ja mitmus vormilt ühesugused:

sheep — sheep [ʃi:p] (lammas — lambad)

Mitmuse lõppu hääldatakse:

[z] vokaalide ja heliliste konsonantide järel:

boy — boys [bɔɪz]
table — tables [ˈteɪblz]
garden — gardens [ˈɡɑːdnz]

[s] heliliste konsonantide järel:

lamp — lamps [læmps]
cup — cups [kʌps]
plate — plates [pleɪts]

[ɪz] silbhäälikute järel:

dish — dishes [ˈdɪʃɪz]
house — houses [ˈhaʊzɪz]
rose — roses [ˈroʊzɪz]

Omastav kääne (The Possessive Case)

1) Ainsuses moodustatakse nimisõna omastav kääne **-s** (apostroof) abil:

Tom's friends
my sister's copy-book

2) Mitmuses moodustatakse nimisõnade omastav kääne

a) ainult **'** (apostroofi) abil, kui nimisõna mitmuse nimetav on juba s-lõpuline:

the boys' books (poiste raamatud)

b) **'s** abil, kui nimisõna mitmuse nimetav ei ole s-lõpuline:

men's hats (meeste kübarad)

's lõpuga omastavat käänat tarvitatakse harilikult elusolen-
dud tähistavate nimisõnade puhul:

Tom's lessons begin at ten o'clock.

OMASTAVAD ASESONAD (POSSESSIVE PRONOUNS)

Omadussõnaline vorm (Conjoint Form)

| Ainsus | | Mitus | |
|----------------------|------------------|-------------|------------|
| my [maɪ] | minu, oma | our [aʊə] | meie, oma |
| your [jɔː] | sinu, oma | your [jɔː] | teie, oma |
| his [hɪz] (meessugu) | tema, oma | their [ðeə] | nende, oma |
| her [hə] (naissugu) | tema, oma | | |
| its [ɪts] (kesksugu) | selle, tema, oma | | |

Omadustava asesõna omadussõnalist vormi tarvitatakse nimisõna ees:
 This is my book. (See on minu raamat)
 I take my book. (Mina võtan oma raamatu)
 You take your book. (Sina võtad oma raamatu)

EXERCISE 1

Alustage mitmus järgnevaist sõnadest.

School, father, cup, name, sister, rose, sheep, mouse, brother, friend, man, student, home, lesson.

EXERCISE 2

Alustage mitmus.

Näidis. I have a cup.
 She has two cups.

1. I have a brother (sister, duck, pencil, plate). She has two
 2. My friend has a sheep (cat, dog, friend). I have two 3. We
 have a ripe pear (white sheep, red flag, red rose). They have seven
 4. Tom has a sister (good English book, new text-book, big
 ball). Kate has two

EXERCISE 3

Pöörake üldolevikus.

I read my book, you read your book, jne.
 I meet my friend.
 I say good-bye to my mother.

EXERCISE 4

Tähtke lüügad verbi have vormidega.

1. I ... two brothers. 2. Tom ... a new text-book. 3. Kate ... a
 friend. 4. We ... breakfast. 5. Jane ... a cup of coffee and bread-
 and-butter. 6. I ... a good English book.

EXERCISE 5

Tähtke lüügad prepositsioonidega (at, by, in, to), kus vaja.

1. Father leaves ... home ... seven o'clock. 2. Kate goes ... school
 ... 3. I get up ... seven. 4. My friend is ... home. 5. Ben lives
 Viljandi. 6. ... the evening Father likes to read.

EXERCISE 6

Tähtke antud verbe nõutavas vormis.

| | |
|---|-------|
| 1. I ... a student. My friend ... also a student. | be |
| 2. You ... English books. My sister also ... English books. | read |
| 3. Ann and Mary ... at the bus-stop at ten o'clock. | meet |
| 4. Tom ... exercises. Kate and Bob ... exercises too. | write |
| 5. I ... a new text-book. He ... a sister and two brothers. | have |

EXERCISE 7

Tähtke inglise keelde.

1. Minu isa raamat. 2. Tomi sullepea. 3. Anne sõber. 4. Kate'i
 õpik. 5. Johni pinal. 6. Mary vihikud. 7. Minu venna nimi. 8. Tema õe
 koer. 9. Üliõpilase raamatud. 10. Heleni tass ja taldrikud. 11. Bobi ema
 ja isa

EXERCISE 8

Tähtke inglise keelde.

1. Mina lähen koju bussiga. 2. Ma kohtan bussipeatuses oma sõpra.
 3. John [dʒɒn] on minu sõber, ta on ka Anne sõber. 4. Meie olleme
 kodus. 5. Minu õpik on (minu) koolikotis. 6. Ma ütlen Tomile head
 arga. 7. Ema tõuseb kell seitse. 8. Hommikul ma joon tassi kohvi.

EXERCISE 1

Tallke lüngad verbide be või have vormidega.

1. Who ... absent? Tom 2. I ... a new book. 3. The students ... in the lecture-room. 4. Henry ['henri] ... a sister. 5. Her name ... Jane. 6. I ... a student. 7. My friends ... at school. 8. ... she a brother? Yes, she

EXERCISE 2

Asetage mitmusesse.

Näidis. The pear is ripe.
The pears are ripe.

1. The lecture-room is big. 2. The window is large. 3. The wall is brown. 4. The door is white. 5. The text-book is thick. 6. The note-book is thin. 7. The ruler is long. 8. The pencil is short.

EXERCISE 3

Asetage mitmusesse.

Näidis: I am a pupil.
We are pupils.

1. Is he at home? 2. I like to read in the evening. 3. She begins to read. 4. He leaves home at ten o'clock. 5. He has breakfast. 6. I have bread-and-butter for breakfast. 7. He speaks English. 8. At school I read and write.

EXERCISE 4

Moodustage üldküsimused.

Näidis. Your father is a teacher.
Is your father a teacher?

1. He is a student. 2. Mother is at home. 3. Tom has a new school-bag. 4. You have a little sister. 5. He is absent today. 6. George [dʒordʒ] is my friend. 7. They are pupils. 8. Jane has a good English book.

EXERCISE 5

Tallke lüngad asesõnadega his või her.

1. I have a sister; ... name is Lily ['lili]. 2. Kate has a brother; ... name is Tom. 3. John takes ... copy-book and begins to write. 4. Jane shuts ... book. 5. Tom says good-bye to ... mother and goes to school. 6. Kate meets ... friends at the bus-stop.

EXERCISE 6

Alustage laused vastavalt näidisele.

Näidis. The bird is in the tree.
There is a bird in the tree.

1. The book is on the table. 2. The spoon is in the cup. 3. The pen is in the pencil-box. 4. The lamp is on the desk. 5. The fish is in the net. 6. The English text-book is on my desk. 7. The girl is in the garden. 8. The boy is at the blackboard.

EXERCISE 7

Tõlkige inglise keelde.

1. Võta oma raamat, Tom. 2. Tom loeb hästi. 3. Ta võtab kriidi ja kirjutab. 4. Rääkige inglise keelt. 5. Kirjutage tahvlile sõna 'täna'. 6. Avage oma raamatud. 7. Ava oma raamat. 8. Opetaja tuleb loengumõõni. 9. Kus on, Tom? 10. Ta on kodus. 11. Kate tõuseb kell seitse. 12. Tõuse püsti, Ann. 13. Ann tõuseb püsti. 14. Mis see on? 15. See on inglise keele õpik.

4 LESSON FOUR WE STUDY

I live in Tartu. I am a student of the Tartu State University. My friend is also a student. He lives in Tallinn. He is a student of the Tallinn Polytechnical Institute. As his institute is far from his house he takes a bus. He likes to study. He often writes to me about his studies. I am always glad to receive letters from him.

I go to the University in the morning. My lessons at the University are very interesting. When they are over, I go home. I don't take a bus as I live near the University. When I come home, I sit down at my table and read a newspaper. In the evening I prepare my lessons. I study very much. English is not difficult for me.

NOTES TO THE TEXT

a student of the Tartu State University Tartu Riikliku Ülikooli üliõpilane
 lessons of -väljendab siin omastava käände suhet
 Ülikoolide nimetusi võib tarvitada ka ilma artiklita: Now he is a student at Tartu State University.
 in Tallinn [ˈtalin, ˈtælin] Tallinnas
 in ja suuremate linname ees kasutatakse prepositsiooni in, väiksemate linnade ja asulate nimede ees prepositsiooni at: in Moscow [ˈmɒskəʊ], at Elva, at Palde, Kodulinna või -asula nime ees kasutatakse harilikult prepositsiooni in.
 the Tallinn Polytechnical Institute Tallinna Polütehniline Instituut
 far from his house tema kodust kaugel
 to take a bus bussiga sõitma
 to me minule, mulle
 I am glad to receive letters from him mul on hea meel, kui saan temalt kirju
 I go home ma lähen koju; aga I go to school (to the university jne)
 I sit down at my table ma istun oma laua taha
 for me minu jaoks, mulle

GRAMMAR

1. ARTIKKEL (THE ARTICLE)

Artikkel on abisõna, millel ei ole iseseisvat tähendust, kuid mis nimisõna ees seistes on selle piiritlejaks.

Inglise keeles on kaks artiklit: umbmäärane artikkel a [ei, ə], mis vokaaliga algava sõna ees esineb kujul an [æn, ɒn] (a nut [əˈnʌt], an apple [ənˈæpl] õun) ja määrav artikkel the.

Umbmäärane artikkel (The Indefinite Article)

Umbmäärane artikkel on kujunenud arvsõnast *one* (üks). Umbmäärav artiklit tarvitatakse ainsuses koos nimisõnaga:

1) kui olendit, eset või nähtust mainitakse esmakordselt:
 She has a friend. Her name is Julia.

2) kui juttu on mingist olendist, esemest või nähtusest paljude samasuguste olendite, esemete või nähtuste hulgas:
 Show me a tree. (Näita mulle ühte puud.)

3) kui olendit, eset või nähtust vaadeldakse mingisse liiki kuuluvana:
 He takes a tram. (Ta sõidab trammiga [mitte aga bussiga või muu sõidukiga].)

Määrav artikkel (The Definite Article)

Määraval artiklil the on üks ja sama vorm niihästi ainsuse kui ka mitmuse jaoks. Ta on tähenduselt lähedane näitavale asesõnale that.

Määravat artiklit the hääldatakse kahesuguselt:

a) [ðə] konsonandiga algava nimisõna või nimisõna täiendi ees:

the door [ðəˈdɔː]

the brown door [ðəˈbraʊn ˈdɔː]

b) [ði] vokaaliga algava nimisõna või nimisõna täiendi ees:

the end [ðiˈend] (lõpp)

the English book [ðiˈɪŋɡlɪʃ ˈbʊk]

Wenavat artiklit tarvitatakse ainsuses ja mitmuses koos nimisõnaga:

1) kui olendit, eset või nähtust on juba varem mainitud või kui see on selge, et ese või nähtus on lugejale või kuulajale varem tuntud:

This is a rose. The rose is red.

She opens the book and reads seven lines. [Juttu on kindlast raamatust.]

He takes the tram. [Juttu on kindlast, teatud trammiliinist.]

2) kui olend, ese või nähtus on antud kohas või olukorras ainuke:
 The teacher comes into the classroom.

3) kui nimisõna juurde kuulub piiritlev täiend või täiendlause, mis annab liiki olendite, esemete või nähtuste hulgast tõstab esile mingi kindla objekti:

I like the new dog. (Mulle meeldib uus koer.)

The letters he writes are interesting. (Kirjad, mis ta kirjutab, on huvitavad.)

2. ÜLDOLEVIK (THE PRESENT INDEFINITE)

Itav ja küsiv vorm (Negative and Interrogative Form)

Üldoleviku eitav vorm moodustatakse abiverbi to do üldoleviku poolest, eitava partikli not ja põhiverbi infinitiivi (ilma partiklita) abil:

Lühivormid

I do [du] not write
(mina ei kirjuta)

you do not write

he } does [daz] not write
she }
it }

we do not write

you do not write

they do not write

I don't [dount] write

you don't write

he } doesn't ['daznt] write
she }
it }

we don't write

you don't write

they don't write

Üldoleviku küsiv vorm moodustatakse abiverbi **to do** üldoleviku poole e ja põhiverbi infinitiivi (ilma partiklita **to**) abil, asetades abiverbi enne ette:

do I write?
(kas mina kirjutan?)
do you write?

does { he } write?
 { she }
 { it }

do we write?
do you write?
do they write?

Märkus. Ka verbist **to have**, kui ta esineb tähenduses *sööma, jooma*, moodustatakse üldoleviku eitav ja küsiv vorm abiverbi **to do** abil. Do you have breakfast at seven? He doesn't have tea in the morning.

EXERCISE 1

Moodustage laused.

1. He, I, evening, to, a, in, like, book, read.
2. University, lives, she, far, the, from.
3. He, at, not, she, her, does, bus-stop, friends, meet.
4. They, do, well, read?

EXERCISE 2

Munke laused eitavaiks.

Näidis. I speak English.
I do not speak English.

1. Tom studies very much.
2. Ann helps her mother.
3. She lives at the school.
4. You take a bus in the morning.
5. Kate likes to study.
6. Father leaves home at seven.
7. The lessons begin at ten.
8. John corrects the mistake.
9. I have tea at five.

EXERCISE 3

Valige lüngad artikliga a (an) või the.

1. He is ... student. He is not ... teacher.
2. There is ... book on ... table. This is ... English book.
3. I have ... red pencil. ... pencil is in my pencil-box.
4. Show me ... pen. Where is ... pen? ... pen is in ... pencil-box too.
5. This is ... pear. ... pear is ripe.

EXERCISE 4

Andke vastandid.

In the morning, to go, near, to open, to be over, to sit down.

EXERCISE 5

Moodustage üldküsimused.

Näidis. Tom lives at Tartu.
Does Tom live at Tartu?

1. James [džeimz] comes home at four.
2. My sister helps me to cook.
3. Ann reads well.
4. She takes a tram.
5. My friend lives near the University.
6. You like to read good books.
7. Harry goes to the blackboard.
8. Helen has dinner at three.

EXERCISE 6

Tõlkige inglise keelde.

1. Ma olen Tartu Riikliku Ülikooli üliõpilane. 2. Öhtul loeb Ann aja-
lehte. 3. Öhtul valmistavad Kate ja Tom oma õppetükke. 4. Ma tulen
kõrg kelli ueli. 5. Inglise keel ei ole raske. 6. Jane ei armasta kohvi.
7. Kate istub oma laua taha ja hakkab kirjutama.

EXERCISE 7

Vastake küsimustele.

1. Where do you live? 2. Is your friend a student of the Tallinn Poly-
technical Institute? 3. When do you go to the University? 4. When do
you prepare your lessons? 5. Are your lessons interesting? 6. Do you
study much? 7. Is English difficult for you? 8. Is the University far from
your house?

EXERCISE 8

Tõlkige eesti keelde, kasutades sõnastikku.

Teacher. A noun is the name of a thing. Who can give me a noun?
Tom. A cow.

Teacher. Very good. Another noun.
Tom. Another cow.

LESSON FIVE

TIME, SEASONS AND MONTHS

The school-year in the universities of the Soviet Union begins in
Autumn. The first term lasts four months and a half. September, October,
November, December and the first half of January.

The first three months are autumn months. In September the weather
is usually fine, it is quite warm and the sun shines brightly. Sometimes
it rains and it is cold.

Winter begins in December. There are three winter months. December
is the first winter month. The other two months are January and
February. Winter is a cold season. It doesn't rain in winter, it often
snows. The days are short and the nights are long.

We have no lectures in January. At the end of the term we take our
end-of-term tests and examinations or exams for short. When the exams
are over, we have our winter vacation. The second term which begins
on the seventh of February lasts till the first of July. We work in
February, March, April, May and June.

February is the last winter month. Spring begins in March. We
 seldom have warm weather in March. Fine days usually begin in May
 and June. The second term ends in June with examinations. We finish
 our studies; our summer vacation begins in July. It lasts two months,
 July and August. The new school-year begins in September.

NOTES TO THE TEXT

It is warm on soe
Aasta lõpu it impersonaalses tähenduses jäetakse sageli eesti keelde tõlkimata,
It rains sajab vihma
It snows sajab lund
for short lühendatult
we take our end-of-term tests me sooritame (oma) arvestused

GRAMMAR

ARVSONA (THE NUMERAL)

Arvsõnad jaotatakse põhiarvsõnadeks (Cardinal Numerals)
ja järgarvsõnadeks (Ordinal Numerals).

Põhiarvsõnad (Cardinal Numerals)

| | |
|-----------------------|-------------------------------|
| 1 one [wan] | 16 sixteen ['siks'tim] |
| 2 two [tu] | 17 seventeen ['sevn'tim] |
| 3 three [θri] | 18 eighteen ['ei'tim] |
| 4 four [fɔ] | 19 nineteen ['nain'tim] |
| 5 five [faiv] | 20 twenty ['twenti] |
| 6 six [siks] | 21 twenty-one ['twenti'wan] |
| 7 seven ['sevn] | 22 twenty-two ['twenti'tu] |
| 8 eight [eit] | 23 twenty-three ['twenti'θri] |
| 9 nine [nain] | 30 thirty ['θɔti] |
| 10 ten [ten] | 40 forty ['fɔti] |
| 11 eleven [i'levn] | 50 fifty ['fifti] |
| 12 twelve ['twelv] | 60 sixty ['siks'ti] |
| 13 thirteen ['θɜrtim] | 70 seventy ['sevnti] |
| 14 fourteen ['fɔrtim] | 80 eighty ['eiti] |
| 15 fifteen ['fiftim] | 90 ninety ['nainti] |

100 a (või one) hundred ['hʌndrəd]

101 a (või one) hundred and one

222 two hundred and twenty-two

1,000 a (või one) thousand ['θaʊzənd]

1,001 a (või one) thousand and one

100,000 a hundred thousand

1,000,000 a (või one) million ['mɪljən]

2,000,000 two millions

Arvsõnad kuni 12-ni on lihtarvsõnad; arvsõnad 13-st kuni 19-ni on lihtarvsõnad, mis moodustatakse sufiksi **-teen** abil (vastab eesti sufiksile **-teist**).

Kümnelisi tähistavad arvsõnad moodustatakse sufiksi **-ty** (vastab eesti sufiksile **-kümmend**) liitmise teel vastava lihtarvsõna tüvele.

Kümnelised ja ühelised ühendatakse sidekriipsuga:

41 forty-one

74 seventy-four

Tuhandeliste ja suuremate arvude kirjutamisel numbritega eraldatakse numbrid kolme koha kaupa komaga paremalt arvates:

1,515 one thousand five hundred and fifteen või fifteen hundred and fifteen

13,425,607 thirteen million four hundred and twenty-five thousand six hundred and seven

Arvsõna **million** kasutatakse nimisõnana mitmuses, kui talle ei järgne hetult teist arv- või nimisõna.

The stadium will cost three millions [ðə'steɪdɪəm wɪl 'kɒst 'θriː 'mɪljənz] (Staadion läheb maksma kolm miljonit.) Aga: three million roubles ['mɪljənz] (kolm miljonit rubla).

Järgarvsõnad (Ordinal Numerals)

1st (the) first [fɜːst]

2nd (the) second ['sekənd]

3rd (the) third [θɜːd]

4th (the) fourth [fɔːθ]

5th (the) fifth [fɪfθ]

6th (the) sixth [sɪksθ]

7th (the) seventh ['sevnθ]

8th (the) eighth [eɪθ]

9th (the) ninth [naɪnθ]

10th (the) tenth

11th (the) eleventh

12th (the) twelfth

13th (the) thirteenth

20th (the) twentieth

[ˈtwentɪθ]

21st (the) twenty-first

22nd (the) twenty-second

30th (the) thirtieth

40th (the) fortieth

50th (the) fiftieth

60th (the) sixtieth

100th (the) hundredth

101st (the) hundred and first

244th (the) two hundred and

forty-fourth

1,000th (the) thousandth

1,000,000th (the) millionth

Järgarvsõnad moodustatakse vastavatest põhiarvsõnadest sufiksi **-th** liitmise teel tüvele. Eri tüvedest moodustatakse **first**, **second** ja **third**. Kümnelisi märkivate sõnade lõpul olev **-y** muutub järgarvsõnade moodustamisel **ie**-ks.

Nimisõna, mida laiendavad järgarvsõnad, tarvitatakse harilikult määrava artikliga:

He works on the **second** shift. (Ta töötab teises vahetuses.)

Kuupäevi kirjutatakse ja loetakse mitut moodi.

Kirjutatakse:

7th November, 1917 }
November, 1917 }

November 7, 1917

Loetakse:

the seventh of November, nineteen (hundred and) seventeen

1) November (the) seventh, nineteen (hundred and) seventeen
2) November, seven, nineteen seventeen (eriti Ameerika Ühendriikides)

Murdarvsõnad (Fractional Numerals)

Lihtmurru lugejaks (numerator) on põhiarvsõna, nimetajaks (denominator) on järgarvsõna, mida tarvitatakse nimisõnana ja mis võib esineda ka mitmuses:

$\frac{1}{5}$ a (või one) fifth

$\frac{1}{2}$ a half

$\frac{2}{3}$ two thirds

$\frac{1}{4}$ a fourth = a quarter

five and three quarters

Kümnendmurrud (decimal fractions) eraldatakse täisarvust punktiga (mitte komaga) abil:

three point one four

o. (or .7) o [ou] point seven või nought [nɔːt] point seven või point seven

o. (or .05) o point o five või point o five.

Arv 0 (arvsõna null) = nought [nɔːt], zero ['ziərou].
n (nimeetrit) = zero ['ziərou]. Näit. 8 degrees below (above) zero.
o (nullarv) = o [ou]. Näit. 1905 nineteen o five.

EXERCISE 1

Vustake küsimustele.

1. When does school begin in the Soviet Union? 2. Which months are autumn months? 3. Is it very cold in autumn? 4. What is the weather usually like in September? (*vt. märkus*) 5. When does winter begin? 6. Is October a winter month? 7. Does it rain in January? 8. What are the days and nights like in winter? 9. What month comes after February? 10. When does the second term begin? 11. Which is the last winter month? 12. When do we finish our studies?

Märkus. What...like? missugune?

EXERCISE 2

Pöörake üldolevikus.

I do not study in summer.
Do I meet my friends at the bus-stop?

EXERCISE 3

Ütoge järgmised arvud ja kuupäevad.

13; 268; 81; 1,407; 24,369; 200,200; 19,450,211; 17.6; 0.01.
September 17; 22nd October; November 8; 31 December; 1st January,
1905; March 8; May 1; 12 April, 1977; June 3, 1901.

EXERCISE 4

Tõlgi inglise keelde.

Ühikdts. Juunis on 30 päeva.
There are thirty days in June.

1. Detsembris on 31 päeva. 2. Veebruaris on 28 või 29 päeva. 3. Aasta on neli aastaaega. 4. Aastas on 12 kuud. 5. Aastas on 365 või 366 päeva. 6. Laual on 11 raamatut. 7. Aias on 40 puud. 8. Meie klassis on 20 õpilast.

EXERCISE 5

Lutke lüngad sobivate sõnadega.

1. January is the...winter month. 2. and ...are winter months. 3. Winter is a cold 4. It often ... in winter. 5. ... is the third month of the year. 6. Spring begins in 7. There are ... spring months; they are and 8. In summer the days are ... and the nights are 9. The ... is usually fine in July. 10. Our summer ... begins in July.

EXERCISE 6

Lutke vastandite paarid.

seldom, in the morning, cold, last, long, often, warm, night, in the evening, go, day, short, first, come.

EXERCISE 7

Aitajate lünkadesse puuduvad tähed.

1. In winter the ni-----s are long. 2. Winter is a --old s-----son. 3. The winter mon----- are De-----mber, Jan-----ry, and -----uary. 4. In the ev-----ing I r-----d n-----spapers. 5. Engli----- is not di-----i-----ult me. 6. I am a stud----- of the Tartu Stat----- Univer-----ty. 7. My friend stud-----s very mu-----.

EXERCISE 8

Alustage laused jaatavaiks.

Näidis. I do not study English.
I study English.

1. I do not live in Tallinn. 2. Jane does not help her mother to cook dinner. 3. You do not like to read much. 4. Our summer vacation does not begin in July. 5. I do not take the bus to the University. 6. He does not shut his book. 7. We do not speak English. 8. Fine days do not begin in May.

EXERCISE 9

Alõudustage üldkõsimused.

Nõid is. It is cold in winter.
Is it cold in winter?
I like to read.
Do you like to read?

1. We study English. 2. It is quite warm in September. 3. We are at home. 4. It often snows in winter. 5. I work much. 6. Spring begins in March. 7. February is the last winter month. 8. It rains in winter. 9. Father leaves home at nine.

EXERCISE 10

Tõlklige inglise keelde.

1. Tavaliselt on juunis soe. 2. Aprillis sajab sageli vihma. 3. Juuni esimese suvekuu. 4. Talvel me töötame palju. 5. Talvel ei saja vihma, sajab lund. 6. Mõnikord ma lahkun kodunt kell seitse. 7. Mõnikord on ingliskeelsed harjutused rasked. 8. Mu õde aitab mind harva. 9. Teine semester lõpeb juunis eksamitega. 10. Mulle meeldib lugeda ingliskeelseid raamatuid.

EXERCISE 11

Tõlklige eesti keelde, kasutades sõnastikku.

A SHORT COMPOSITION

George is a schoolboy. He doesn't like to work much. One day the teacher says to the pupils, "Open your notebooks. Take your pens and write about the last football match."

The pupils begin to write. George writes three words and puts up his hand. "I am ready, Teacher," he says and gives the teacher his notebook.

The teacher opens his notebook and reads: "Rain, no game."

6 LESSON SIX AT HOME

It is Saturday afternoon. Everybody is at home. Father is in his study. He is sitting in an armchair near the window. He is reading a newspaper. Father has a large number of books. There are bookshelves from the floor to the ceiling. Kate is also in Father's study. She is standing in front of a bookshelf and looking for a book with pictures in it. There is also a typewriter on Father's desk. Tom wants to type very much, but Father does not allow him to as he is too small.

Now Tom is playing with his dog Spot in the dining-room.

Mother and I are in the kitchen. We are preparing supper. When supper is ready, Kate and Tom help to lay the table. After supper Kate washes up.

It is getting dark. Father switches on the light and begins to read. I take my English text-book and sit down at my table.

"Ann, you are studying again! Is a whole week full of work not enough for you? Don't you know that

'All work and no play

makes Jack a dull boy,'" says Tom.

"What do you want me to do then?" — "Let's have a game of draughts." — "All right," I say and shut my book. Tom brings the board and the men. Tom takes the white pieces and I the black. We begin to play. Kate is also sitting at the table. She puts away her book and watches us play. Mother is sitting in an armchair and listening to the radio.

At ten o'clock the children say "good-night" to their father and mother and go to bed.

NOTES TO THE TEXT

a large number of palju, suur hulk

Tom wants to type very much, but Father does not allow him to Tom tahab väga mäsinal kirjutada, aga isa ei luba teda

Partiklit to tarvitatakse lauses ilma talle järgneva tegusõnata, kui ei taheta juba kord esinenud tegusõna korrata. Antud juhul on selleks tegusõnaks to type.

too small liiga väike

Sõna too omadussõna ees tõlgitakse sõnaga 'liiga': too cold liiga külm, too short liiga lühike.

Spot [spɒt]

a book with pictures in it pildiraamat; piltidega raamat

to lay the table lauda katma

it is getting dark hakkab pimedaks minema (või pimenema)

all work and no play ainult töö ilma vahelduseta (või mänguta)

Jack [dʒæk]

what do you want me to do? mida sa tahad, et ma teeksin?

let's = lets us

let's have a game of draughts hakkame kabet mängima
 she watches us play ta vaatab, kuidas me mängime
 to go to bed magama minema

Nädalapäevad (The days of the week)

Sunday ['sʌndi] pühapäev
 Monday ['mʌndi] esmaspäev
 Tuesday ['tʃuɪzdi] teisipäev
 Wednesday ['wenzdi] kolmapäev
 Thursday ['θɜːzdi] neljapäev
 Friday ['fraɪdi] reede
 Saturday ['sætədi] laupäev

| Ainsus | Mitmus |
|-----------------------|---------------------------------|
| child [tʃaɪld] (laps) | children ['tʃɪldr(ə)n] (lapsed) |

GRAMMAR

OLEVIKU KESKSÕNA (THE PRESENT PARTICIPLE)

Oleviku kesksõna on verbi mittepöördeline vorm. Eesti keelde tõlgitakse oleviku kesksõna *des-* ja *mas-*vormi, *v-*kesksõna või kõrvallause abil:

He is standing before a bookshelf **looking for** a book with pictures in it.
 Ta seisab raamatukirjuri ees, **otsides** pildiraamatut.

I watch **playing** children. (Ma vaatan **mängivaid** lapsi.) I watch Tom **playing** with his dog. (Ma vaatan, kuidas Tom mängib oma koeraga.)

Oleviku kesksõna moodustatakse infinitiivile lõpu **-ing** lisamise teel:

to work — **working**
 to help — **helping**

Seejuures tuleb silmas pidada järgmisi õigekirjutusreegleid:

1) kui verb lõpeb vokaaliga *y*, liitub sellele lõpp **-ing**, ilma et vokaal *y* muutuks:

to study — **studying**
 to play — **playing**

60.

2) kui verb lõpeb konsonandiga, mille ees on ühetäheline lühike võhuline vokaal, kahekordistub lõppkonsonant lõpu **-ing** lisamisel:

to get — **getting**
 to begin — **beginning**

Ag a: to look — **looking**
 to meet — **meeting**

3) kui verb lõpeb tumma *e*-ga, mille ees on konsonant, kaob *e* lõpu **-ing** lisamisel:

to live — **living**
 to write — **writing**

Tummale *e*-le eelnev *i* muutub *y*-iks ja *e* kaob lõpu **-ing** lisamisel:

to tie [tai] (siduma) — **tying**
 to lie [lai] (lamama) — **lying**

2. KESTEV OLEVIK (THE PRESENT CONTINUOUS)

Kestvad ajad väljendavad tegevust, mis kõnesoleval momendil parajasti toimub.

1) Kestev olevik moodustatakse abiiverbi **to be** oleviku pöörete ja põhiverbi oleviku kesksõna (*ing*-vorm) abil:

| | Lühivormid |
|------------------------------|------------------------|
| I am writing (mina kirjutan) | I'm [aɪm] writing |
| you are writing | you're [juə] writing |
| he } is writing | he's [hɪz] } writing |
| she } | she's [ʃɪz] } |
| it } | it's [ɪts] } |
| we are writing | we're [wiə] writing |
| you are writing | you're [juə] writing |
| they are writing | they're [ðeɪə] writing |

2) Eitava vormi moodustamiseks asetatakse eitav partikkel **not** abiiverbi järele:

I am not writing
You are not writing
He is not writing

Lühivormid:
I'm not [aim not] writing
you aren't [aɪnt] writing
he isn't [ɪznt] writing

3) Käsiva vormi moodustamiseks asetatakse abiverb aluse ette:

am I writing?
are you writing?

Kestvat olevikku tarvitatakse, et väljendada tegevust, mis toimub kõnesoleval momendil olevikus (tegevuse alguse ja lõpu kohta pole midagi teada):

The children are playing in the garden.

3. ISIKULISED ASESONAD (PERSONAL PRONOUNS)

| Alusekääne Subjective Case | | Sihitisekääne Objective Case | |
|-------------------------------|-----------|---------------------------------|-------------------------------|
| Ainsus | | | |
| I | mina | me | mind, minule |
| you | sina | you | sind, sinule |
| he (meessugu) | tema | him | teda, temale |
| she (naissugu) | tema | her | teda, temale |
| it (kesksugu) | see, tema | it | seda, sellele teda, temale |
| Mitmus | | | |
| we | meie | us | meid, meile |
| you | teie | you | teid, teile |
| they | nemad | them | neid, neile |

EXERCISE 1

Moodustage oleviku kesksõnad.

Näidis. to do — doing
to have, be, speak, cook, like, go, leave, sit, open, put, come, shut,
shine, study, want, lay, know.

EXERCISE 2

Kirjutage õppetükist välja kõik kestva oleviku vormid.

EXERCISE 3

Lõpetage laused.

- Sunday is the first day of the week.
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

EXERCISE 4

Asendage nimisõnad isikuliste asesõnadega.

Näidis. I often meet Henry at the bus-stop.
I often meet him at the bus-stop.

- I know Ann.
- Kate watches Ann and Tom play.
- Do you like John?
- I am looking for a book.
- We are playing with our friends in the garden.
- Take your pen.
- I want to meet Linda and Julia.
- Tom helps Mother to lay the table.

EXERCISE 5

Muutke laused eitavaks.

- Tom is playing with his dog Spot.
- I am speaking English.
- Ann is writing about her studies.
- Mother is washing up.
- It is snowing now.
- Our summer vacation begins in June.
- Winter is a warm season.
- Father switches on the light.

EXERCISE 6

Täitke lüngad artiklitega a, an või the, kus vaja.

- I have ... English book. ... book has many pictures in it.
- Kate is sitting at ... table. She is writing ... exercise
- December is ...

first winter month. 4. February is ... last winter month. 5. ... school-
... in ... universities of ... Soviet Union begins in ... autumn. 6. In
... summer ... days are long and ... nights are short. 7. We are writ-
ing ... short composition. 8. Mother is sitting in ... armchair and
listening to ... radio.

EXERCISE 7

Tõlklge inglise keelde.

1. Tom ei aita lauda katta. 2. Kas sa jälle õpid? 3. Jaanuar on teine
talvekuu. 4. Pimeneb. Ema paneb tule põlema. 5. Ohtusöök on valmis.
6. Isa kabinetis on raamatuliulid põrandast laeni. 7. Ma armastan
ingeda head raamatut. 8. On sul kirjutusmasin? Ei ole. 9. Mis sa tahad,
et ma teeksin? 10. Ma istun laua taga ja õpin. 11. Kate ei taha magama
minna, ta tahab mängida.

EXERCISE 8

Moodustage üldküstmused.

Näidis. Kate is sitting at the table.
Is Kate sitting at the table?
Tom brings the board.
Does Tom bring the board?

1. It is Saturday afternoon. 2. She shuts her book. 3. He is looking
for a book to read. 4. Kate and Tom help to lay the table. 5. We are
preparing supper. 6. It is getting dark. 7. They are studying. 8. You
switch on the light and begin to read.

EXERCISE 9

Leidke vastandite paarid.

In the morning, to work, good-night, near, to give, to play, ceiling,
to take, in the evening, spring, good morning, far, floor, autumn, to
begin, last, warm, to get up, cold, first, to go to bed, to finish.

EXERCISE 10

Vastake küsimustele

1. Where is Father? 2. What is he doing? 3. Who has a great number
of books? 4. Where is Kate? 5. What is she looking for? 6. Is there a
typewriter on Father's desk? 7. Why [wai] (*miks*) does Father not allow
Tom to type? 8. What is Tom doing in the dining-room? 9. What is
Mother doing? 10. Who helps to lay the table? 11. Why does Father switch
on the light? 12. What is Ann doing? 13. Who has a game of draughts?
14. Who takes the white pieces? 15. When do the children go to bed?

EXERCISE 11

Tõlkige eesti keelde, kasutades sõnastikku.

Mother: Jane, what is Mary doing?

Jane: Well, if the ice is as thick as she thinks, she is skating, but if
the ice is as thin as I think, she is swimming.

LESSON SEVEN

7 AT THE LIBRARY

It is Sunday morning. We have **already** had breakfast. Father is
reading the newspaper and **smoking**. He likes to **have a cigarette** after
breakfast. Mother has switched on the radio and is listening to **music**.
Kate and Tom are playing with **some** other children in the garden. The
window is open and we **can** see them **running about**.

I have just finished my book and want to go to the **library**. I put on
my **overcoat** and hat and leave home.

Turning the street **corner** I see my friend Helen **walking** in the **same**
direction.

I. Hallo, Helen! Where are you going?

Helen. To the library.

I. So am I. Let's go together.

Here is the library. It is a **beautiful** new **two-storeyed building**. We go
up a **wide staircase** and **enter** a very large room. **Along** the walls we can
see a number of bookshelves full of books. Here you can **find** books on
various subjects and in **different languages**.

I hand my book to the librarian.

Librarian. May I take out another book?

Librarian. Certainly, you may. Please, let me have your card. (She turns to Helen) Would you like to take out a book too?

Helen. Yes, I should like to read something in English, an adaptation.

My English is very poor. I have learnt it for two years only.

Librarian. Here is an adaptation of the novel "Martin Eden" by Jack London. Have you ever read anything by Jack London?

Helen. (Shakes her head) No, I haven't. Thank you, I'll take it.

Meanwhile I have chosen a book I want to read.

Helen and I leave the library together. As the weather is fine, we take a walk through the town park and then part.

NOTES TO THE TEXT

we have already had breakfast me oleme juba hommikueinet söönud

Jim likes to have a cigarette after breakfast talle meeldib pärast hommikueinet sigaretti suitsetada

with some other children (mõnede) teiste lastega

the window is open aken on lahti

turning the street corner pöörduades ümber tänavanurga

in the same direction samas suunas

where are you going? kuhu sa lähed?

so am I mina ka, mina samuti

Q: dis seisab aluse ees, kui varemõeldut korratakse mõne teise lause aluse kohta.

Korratakse kas abi- või modaalverbi või täistähenduslikke verbe to be ja to have.

Järeluse puhul algab kordav lause sõnaga so, eituse korral sõnadega neither, nor või

no more. Eesti keelde tõlgitakse need konstruktsioonid väljenditega mina (sina

me) ka, mina (sina) jne) ka mitte: I am ready. So is he. They can speak

inglisk. So can we. (Nad oskavad rääkida inglise keelt. Meie ka) Tom does not

read English books. Neither does Kate. No more does Kate.

let's = let us

Kõikvõimalik vahendamine 1. ja 3 pöördes kasutatakse sõnaühendit, mis koos-

neb verbist let, isikulisest asesõnast sihitiskäändes või nimisõnast nimetavas-käändes

ja infinitiivist (ilma partiklit to): Let me do it (Las ma teen seda) Let them play!

(Las nad mängivad!) Let the boy do. (Lase poisil minna. Lase poisil lahti.)

along the walls seinte ääres, pikil seinu

you can find võib leida

Mõnikord kasutatakse umbisikulises tähenduses isikulist asesõna you.

please, let me have your card palun, andke mulle oma kaarti.

would you like...? kas te soovite (tõl sooviksite)...

Would küsiva vormi 2 pöördes väljendab viisakat pöördumist kõnetatava

poole ettepaneku või palvega.

I should like ma sooviksin

my English is very poor minu inglise keel on väga vilets; ma oskan inglise keelt

võlga halvasti

for two years only ainult kaks aastat

Martin Eden ['martin 'i:dn]

Jack London ['dʒæk 'lʌndn]

Have you read [red] it? No, I haven't. Olete te seda lugenud? Ei ole

Nii eitavais kui jaatavais lühivastustes korratakse ainult vastava aja moodustamiseks kasutatavat abi- või modaalverbi või täistähenduslikke verbe to be ja to have: Is he writing? No, he isn't. Yes, he is. Do you know it? No, I don't. Yes, I do. Is he a teacher? Yes, he is.

I'll take it = I shall take it. Ma võtan selle.

Antud lauses esineb lihttuleviku ajavorm

meanwhile I have chosen a book I want to read vahepeal olen valinud raamatu, mida tahan lugeda.

Täiendause ees jäetakse inglise keeles sageli ära sidesõna that: ...a book (that) I want to read

we take a walk (me) teeme jalutuskäigu

GRAMMAR

1. UMBMÄÄRASED ASESÕNAD (INDEFINITE PRONOUNS) SOME JA ANY

Asesõnad some ja any (mõni, mõned, mingi, keegi, natuke, veidi) tähistavad ebamäära hulka.

Asesõna some tarvitatakse jaatavais lauseis, asesõna any eitavais lauseis ja küsilauseis. Mõlemaid asesõnu võib tarvitada nii omadussõnaliselt kui ka nimisõnaliselt:

There are some books on the table. (Laua on mõned raamatud.)

Are there any books on the table? (Kas laual on raamatuid?)

I do not see any books on the table. (Ma ei näe laual mingeid raamatuid.)

I want some help. (Ma vajan natuke abi.)

I do not want any help. (Ma ei taha mingit abi.)

Märkus 1. Asesõna some kasutatakse ka küsilauseis, kui oodatakse jaatavat vastust:

Do you buy some English books? Yes, I do. (Ostad sa praegu ingliskeelseid raamatuid?) Aga: Do you buy any English books? Yes, I do. (Ostad sa üldse kunagi ingliskeelseid raamatuid?)

Märkus 2. Asesõna any võib esineda ka jaatavas lauses tähenduses 'iga, ükskõik missugune':

You may take any book you like. (Te võite võtta ükskõik missuguse raamatu, mis teile meeldib.)

Umbmäärase arvu väljendamiseks mitmuses asendatakse umbmäärane artikkel umbmääraste asesõnadega some, any:

There is a girl in the garden.

There are some girls in the garden.

Asesõnadest **some** ja **any** tuletatud liitvorme **somebody** ['sambədi] (keegi), **someone** ['səmwən] (keegi), **something** ['səmtʰɪŋ] (midagi), **anybody** ['enibədi] (keegi), **anyone** ['eniwən] (keegi), **anything** ['eniθɪŋ] (midagi) tarvitatakse nimisõnaliselt:

I want **somebody** (või **someone**) to help me. (Ma tahan, et keegi mind aitaks.)

There is **something** on the table.

Is there **anybody** in the kitchen?

I do not see **anybody** there.

Märkus. Eitavas lauses võib kasutada ka eitavaid asesõnu **no**, **nobody**, **nothing**, kuid ainult sel juhul, kui verbi juures ei ole eitavat partiklit **not**.

I see **nobody** there. I see **no** books on the table.

2. MINEVIKU KESKSÕNA (THE PAST PARTICIPLE)

Reeglipäraste verbide mineviku kesksõna moodustatakse lõpu **-ed** lisamisega infinitiivile:

to live — **lived** ['lɪvd] (elanud, elatud)

to work — **worked** [wɜːkt] (töötanud, töötatud)

to finish — **finished** ['fɪnɪʃt] (lõpetanud, lõpetatud)

to switch on — **switched on** [swɪtʃt ɒn] (süüdanud, süüdatud)

Ebareeglipärastel verbidel on mineviku kesksõna jaoks erivorm:

| Infinitiv The Infinitive | Mineviku kesksõna The Past Participle |
|-------------------------------|---|
| to be | been [biːn] |
| to choose [tʃuːz] (valima) | chosen ['tʃoʊz(ə)n] (valinud, valitud) |
| to find | found [faʊnd] |
| to go | gone [ɡɒn] |
| to have | had [hæd] |
| to learn | learnt [lɜːnt] |
| to make | made [meɪd] |
| to put | put [pʊt] |
| to read | read [red] |
| to see | seen [siːn] |
| to shake | shaken ['ʃeɪk(ə)n] |
| to take | taken ['teɪk(ə)n] |

3. TÄISMINEVIK (THE PRESENT PERFECT)

1) Täisminevik moodustatakse abiverbi **to have** üldoleviku pöörete ja põhiverbi mineviku kesksõna abil:

| | Lühivormid |
|--------------------------------|---|
| I have been (ma olen olnud) | I've [aɪv] been |
| you have been | you've [juːv] been |
| he she it | he's [hiːz] she's [ʃiːz] it's [ɪts] |
| has been | been |
| we have been | we've [wiːv] been |
| you have been | you've [juːv] been |
| they have been | they've [ðeɪv] been |

| | Lühivormid |
|------------------------------|-----------------------|
| I have had (mul on olnud) | I've had |
| you have had | you've had |
| he she it | he's she's it's |
| has had | had |
| we have had | we've had |
| you have had | you've had |
| they have had | they've had |

| | Lühivormid |
|---|-----------------------|
| I have written [ˈrɪtɪn] (ma olen kirjutanud) | I've written |
| you have written | you've written |
| he she it | he's she's it's |
| has written | written |
| we have written | we've written |
| you have written | you've written |
| they have written | they've written |

2) Eitava vormi moodustamiseks asetatakse eitav partikkel **not** abiverbi järele:

I have **not** been (had, written)
(ma pole olnud, mul pole olnud, ma pole kirjutanud)
you have **not** been (had, written)
I have **not** been (had, written)
[ne.]

1. Jäi vormid:

I haven't ['hævnt] been (had, written) või I've not been (had, written)
he hasn't ['hæznt] been (had, written) või he's not been (had, written)
[ne.]

3) Küsiva vormi moodustamiseks asetatakse abiverb alusele:

have I been (had, written)?
have you been (had, written)?
(oled sa või olete teie olnud?, on sul või teil olnud?, oled sa või olete teie kirjutanud?)
has he been (had, written)?
[ne.]

Täisminevik väljendab tegevust, mis toimus minevikus, kuid mille tagajärjed ulatuvad olevikku. Eesti keelde tõlkimisel kasutatakse kas täis- või lihtminevikku.

I have **written** my exercise. (Ma kirjutasin harjutuse valmis.)

[Nüüd on mu harjutus tehtud.]

I have **read** this book. (Ma olen seda raamatut lugenud.)

Have you **been** to Leningrad? (Kas te olete Leningradis käinud?)

4. MODAALVERBID (MODAL VERBS)

1) Modaalverbid on ebatäielikud verbid, sest ajavormidest on neil olemas ainult olevik ja minevik. Modaalverbidel puuduvad täielikult liitepöördelised vormid (infinitiiv, kesksõnad ja gerundium). Seetõttu moodustatakse neist moodustada liitaegu, s. t. aegu, mis moodustatakse abiverbi ja põhiverbi liitepöördeliste vormide abil.

2) Modaalverbidel puudub oleviku ainsuse 3. pöördes lõpp -s:

Tom **can** read English books. (Tom oskab lugeda ingliskeelseid raamatuid.)

3) Modaalverbe tarvitatakse lauses koos põhiverbi infinitiiviga (ilma partiklita *to*). Modaalverbid koos põhiverbi infinitiiviga moodustavad lauses öeldise ja väljendavad tegevuse vajalikkust või võimalikkust.

Modaalverbid **can** ja **may**

can

| Jaataav vorm Affirmative | Eitav vorm Negative | Küsiv vorm Interrogative |
|---|------------------------|-----------------------------|
| I can [kæn, kən] (ma võin; ma oskan) | I cannot ['kænət] | can I? |
| you can | you cannot | can you? |
| he } she } can | he } she } cannot | can { he? she? it? |
| it } | it } | |
| we can | we cannot | can we? |
| you can | you cannot | can you? |
| they can | they cannot | can they? |

Eitav lühivorm on **can't** [kənt].

Verb **can** väljendab oskust või võimelisust mingiks tegevuseks:

I **can** do it in the afternoon. (Ma võin seda teha õhtupoolikul.)

He **cannot** speak English. (Ta ei oska rääkida inglise keelt.)

Märkus. Partikkel **not** kirjutatakse põhisõnaga **can** kokku!

may

| Jaataav vorm Affirmative | Eitav vorm Negative | Küsiv vorm Interrogative |
|------------------------------------|------------------------|-----------------------------|
| I may [mei] (ma võin, ma tohin) | I may not | may I? |
| you may | You may not | may you? |
| he } she } may | he } she } may not | may { he? she? it? |
| it } | it } | |
| we may | we may not | may we? |
| you may | you may not | may you? |
| they may | they may not | may they? |

Eltav lühivorm on **mayn't** ['meint].

Verb **may** väljendab luba või viisakat palvet tähenduses 'võima, tohtima':

May I leave? (Kas ma tohin ära minna?)

Eltavas vastuses kasutatakse vormi **must not** [mast not] (ei tohi):

May I smoke here? No, you **must not**. (Kas ma võin siin suitsetada? Ei või. [Ei tohi.])

Märkus. Kõnekeeles kasutatakse loa või viisaka palve väljendamiseks verbi **may** asemel verbi **can**:

Can I leave the room?

EXERCISE 1

Tõlkige eesti keelde (Translate into Estonian).

1. Are there any interesting pictures in that book? 2. He has made some mistakes on the blackboard. 3. Do you know any new games? 4. He has chosen some books he wants to read. 5. Have you any brothers? Yes, I have two. 6. I should like to have some new bookshelves. 7. Are there any birds in the tree? 8. There are some ripe pears on the plate.

EXERCISE 2

Asetage lünkadesse some või any (Put some or any in the blanks).

1. We see ... pupils in the classroom. 2. We do not see ... teachers here. 3. Do you see ... mistakes on the blackboard? 4. There are ... newspapers on the table. 5. Are there ... warm days in autumn too? 6. There are ... new houses in our street. 7. We have ... friends in Tallinn. 8. There is ... coffee in the cup.

EXERCISE 3

Täitke lüngad sobivate sõnadega tekstist (Fill in the blanks with suitable words from the text).

1. She ... to go to the library. 2. They go ... a staircase and ... a room. 3. The teacher has books on ... subjects. 4. On the book-

shelves there are books in ... languages. 5. I ... like to read this book in English. 6. Have you finished your book? No, ... 7. I cannot speak English. My English is ...

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EXERCISE 4

Muutke laused jaatavaks (Make the sentences affirmative).

1. The sun is not shining. 2. He does not study at school. 3. The newspapers are not on the table. 4. Our summer vacation does not begin in June. 5. I have not seen Helen today. 6. It is not cold here. 7. We are not walking in the park. 8. They do not live near the University. 9. They are not going in the same direction.

EXERCISE 5

Andke vastandid (Give antonyms).

to finish, near, last, black, to go to bed, the same, to come, large, yes, in the evening, to stand up, warm, to run, ceiling, often, night, winter

EXERCISE 6

Moodustage küsimused kursilvis trükitud sõnadele (Form questions on the words in italics).

1. They are going to the library. 2. I put on my overcoat. 3. The weather is fine. 4. Mother switches on the radio. 5. They are speaking English. 6. Children go to bed at ten. 7. I have read many English books. 8. Our teacher has been to Moscow.

EXERCISE 7

Tõlkige sulgudes olevad sõnad inglise keelde (Translate the words given in brackets into English).

1. I am writing an exercise. (Tema ka.) 2. English is not (raske) for me. 3. The books on the table are in (erinevates) languages. 4. He (pane) his hat. 5. I (sooviksin) something by John Galsworthy [gərlzwərði]. 6. When you have finished, you (võite) leave. 7. (Oskad)

you read English books? Only (kohandatult). 8. Let's go (koos). 9. He does not like pears. (Mina ka mitte.) 10. Ann is going to the library. (Helen ka.)

EXERCISE 8

Tõlkige inglise keelde, kasutades lk. 68 antud mineviku kesksõnade tabelit.

1. Meie oleme juba lõunat söönud. 2. Ma olen õppinud inglise keelt juba ühe aasta. 3. Ta on valinud huvitava aineala. 4. Ma olen seda matemaatika juba lugenud. 5. Ann on oma kirjandi (essay) lõpetanud. 6. Nad käisid koos jalutamas (The Present Perfect). 7. Henry on pannud pähe oma uue kaabu.

EXERCISE 9

Vastake küsimustele (Answer the questions).

1. What has Ann finished? 2. Where does she want to go? 3. What does she put on? 4. Whom [hurm] (keda) does she see when turning the street corner? 5. Where is Helen going? 6. What can we see in the library? 7. What kind [kaind] (liiki) of books can you find in the library? 8. What does Helen want to read? 9. What is her English topic? (Missugune on tema inglise keel?) 10. Which book does she choose? 11. Does Ann take out a book too? 12. Who takes a walk through the town park?

EXERCISE 10

Tõlkige eesti keelde, kasutades sõnastikku (Translate into Estonian using the dictionary).

THE FIRST RAY

What time do you get up in summer?"
"As soon as the first ray of the sun comes into my window."
"Isn't that rather early?"
"No, my room faces west."

Walter: Those are the best eggs we have had for years.
Dinner: Well, bring me some eggs that you haven't had so long.
for years aastaid, aastate jooksul

8 LESSON EIGHT MY DAY OFF

It was Sunday yesterday. It was my day off. I got up late, later than usual. I did not get up until it was already nine in the morning. I never get up early on my days off. I opened the window and did my morning exercises. After that I washed and dressed. Then I had breakfast. I looked at my watch; it was half past ten. I wanted to go to the library, so I put on my overcoat and hat and went out. On my way to the library I met Helen who was going in the same direction. She said that she was also going to the library.

The weather was fine and we went for a walk. I came home at three. At a quarter past three I had dinner. After dinner I wrote some letters. But I did not read much. A friend of mine rang me up, and came to see me.

"Why did you not come to the lecture?" I asked him. "What did you do last night?"

"You see," he answered, "I was very busy at my office. At six we had a meeting which lasted till half past eight. Did you go to the lecture?"

"Yes, I did," I answered.

"Was it interesting?"

"Oh, yes, it was. Comrade B. is such a good speaker."

"How long did the lecture last?"

"It lasted about three hours, many people took part in the discussion."

We had supper together. At eight we went to the students' club. We had a good time there dancing till half past ten. I got home at eleven. I was tired and went to bed at once.

NOTES TO THE TEXT

later than usual hiljem kui tavaliselt
I did not get up until it was already nine ma tõusin alles siis, kui kell oli juba üheksa
to do morning exercises hommikuvõimlemist tegema
on my way teel
to go for a walk jalutama minema
a friend of mine üks minu sõpra
Omaastava asesõna nimisõnalist vormi tarvitatakse sageli eessõnaga of nimisõna järel,
kui viimast kasutatakse umbmäärase artikliga.
last night eile õhtul
you see tead, teate
about three hours umbes kolm tundi
we had a good time there me veetsime seal lõbusasti aega

Kellaajad:

| | |
|--------------|--|
| Kell on 1.00 | It is one (o'clock) |
| " 2.00 | It is two (o'clock) |
| " 3.00 | It is three (o'clock) |
| " 3.05 | It is five (minutes) past three |
| " 3.12 | It is twelve (minutes) past three |
| " 3.15 | It is a quarter past three |
| " 3.25 | It is twenty-five (minutes) past three |
| " 3.30 | It is half past three |
| " 3.37 | It is twenty-three (minutes) to four |
| " 3.40 | It is twenty (minutes) to four |
| " 3.45 | It is a quarter to four |
| " 3.55 | It is five (minutes) to four |
| " 4.00 | It is four (o'clock) |

GRAMMAR

1. VERBI PÕHIVORMID (THE PRINCIPAL FORMS OF THE VERB)

Inglise keeles on verbil kolm põhivormi, millest on võimalik tuletada kõik teised verbi pöördelised ja mittepöördelised vormid. Need kolm põhivormi on:

- 1) Infinitiiv (The Infinitive):
to work (töötama), (to) see (nägema)
- 2) üldminevik (The Past Indefinite):
worked ([ta] töötas), (he) saw ([ta] nägi)
- 3) mineviku kesksõna (The Past Participle):
worked (töötanud, töötatud), seen (näinud, nähtud)

Märkus. Mõnede grammatikute järgi on verbi põhivorme neli, lisaks neljandaks põhivormiks loetakse oleviku kesksõna (The Present Participle). Et see vorm aga tuleneb alati reeglipäraselt esimesest põhivormist, siis pole vajadust teda põhivormide hulka arvata.

2. OLDMINEVIK (THE PAST INDEFINITE)

Reeglipärase verbide üldminevik moodustatakse lõpu -ed lisamisega infinitiivile:

| to work | |
|-------------------------------------|------------------|
| Ainsus Singular | Mitmus Plural |
| I worked [wɔ:kt] (mina töötasin) | we worked |
| you worked | you worked |
| he she it | they worked |

Siinjuures tuleb silmas pidada järgmisi õigekirjutusreegleid:

- 1) kui infinitiiv lõpeb e-ga, lisatakse üldminevikus ainult -d:
to live — I lived
to like — I liked
- 2) kui verb lõpeb y-ga, mille ees on konsonant, muutub y lõpu -ed ees i-ks:
to study — I studied
Märkus: Kui verb lõpeb y-ga, mille ees on vokaal, jääb y püsima:
to play — I played
- 3) kui verb lõpeb konsonandiga, mille ees on ühetäheline lühike rõhuline vokaal, kahekordistub lõppkonsonant lõpu -ed lisamisel:
to stop — I stopped
Aga: to look — I looked

Reeglipärase verbide lõppu -ed hääldatakse:

- [d] vokaalide ja heliliste konsonantide järel:
to live — (he) lived [livd]
to play — (he) played [pleid]
[t] helitute konsonantide järel:
to stop — (he) stopped [stɒpt]
to watch — (he) watched [wɒtʃt]

[d] d ja t järel:

to want — (he) wanted ['wəntɪd]
to hand — (she) handed ['hændɪd]

Ebareeglipärastel verbidel on üldmineviku jaoks erivorm:

to see — (I) saw [səʊ]
to go — (I) went [went]
to say — (I) said [sed]

Märkus. Ebareeglipäraste verbide põhivormide tabel on toodud
22-254.

Üldmineviku eitav vorm moodustatakse abiverbi **to do** üldmineviku vormi **did**, eitava partikli **not** ja põhiverbi infinitiivi (ilma partikli **to**) abil:

Lühivormid

| | |
|------------------------------------|-------------------|
| I did not work (ma ei töötanud) | I didn't work |
| you did not work | you didn't work |
| he } did not work | he } didn't work |
| she } did not work | she } didn't work |
| it } did not work | it } didn't work |
| we did not work | we didn't work |
| you did not work | you didn't work |
| they did not work | they didn't work |

Üldmineviku küsiv vorm moodustatakse abiverbi **to do** üldmineviku vormi **did** ja põhiverbi infinitiivi abil, asetades abiverbi aluse ette:
I work? (Kas ma töötasin?)
you work?

Üldminevik tõlgitakse eesti keelde lihtmineviku abil:

He went to the lecture. (Ta läks loengule.)

Üldminevikku tarvitatakse:

1) minevikus toimunud tegevuse väljendamiseks, kusjuures lauses lihtselt tavaliselt minevikku väljendavad määrused *yesterday, last week, last year* jne.

Yesterday I got a letter. (Eile ma sain kirja.)
Last month we lived in the country. (Möödunud kuul me elasime maal.)

2) seotud jutustuses mitme üksteisele järgneva tegevuse väljendamiseks minevikus:

I opened the window and did my morning exercises. After that I washed and dressed. Then I had breakfast.

3) minevikus toimunud harjumuspärase või korduva tegevuse väljendamiseks:

We had three English lessons a week (nädalas) last month. When we lived in the country we went for long walks.

4) kõrvalause oleviku asemel, kui pealause öeldis on minevikus:

He said that his sister was a teacher. (Ta ütles, et ta õde on õpetaja.)

3. OLDMINEVIK VERBIDEST TO BE JA TO HAVE

Jaatav vorm (Affirmative Form)

to be

to have

| | |
|------------------------------------|--|
| I was at home (mina olin kodus) | |
| you were at home | |
| he } was at home | |
| she } was at home | |
| it } was at home | |
| we were at home | |
| you were at home | |
| they were at home | |

| | |
|--|--|
| I had a day off (mul oli vaba päev) | |
| you had a day off | |
| he } had a day off | |
| she } had a day off | |
| it } had a day off | |
| we had a day off | |
| you had a day off | |
| they had a day off | |

4. KESTEV MINEVIK (THE PAST CONTINUOUS)

Kestev minevik moodustatakse abiverbi **to be** üldmineviku pöörete ja põhiverbi oleviku kesksõna abil:

| Jatav vorm Affirmative | Eitav vorm Negative | Küsiv vorm Interrogative |
|--------------------------------|---------------------------------------|--------------------------------------|
| I was working (ma töötasin) | I was not working (ma ei töötanud) | was I working? (kas ma töötasin?) |
| you were working | you were not working | were-you working? |
| he she it } was working | he she it } was not working | was { he she it } working? |
| we were working | you were not working | were we working? |
| you were working | they were not working | were you working? |
| they were working | we were not working | were they working? |

lühivormid:

was not = wasn't [wəznt]

were not = weren't [wɜrnt]

Kestvat minevikku tarvitatakse, et väljendada tegevust, mis
arvestatavale kõnesoleval momendil minevikus aset leidis. Kõnemoment võib
määratletud aega täpselt tähistava määrusega, nagu *then*, *at two*
o'clock jne., või teise minevikus toimunud tegevusega.

At three he was still working. (Kella kolme ajal ta ikka veel töötas.)
He was reading a book when he came. (Ma lugesin raamatut, kui ta tuli.)

EXERCISE 1

Form sentences (Moodustage laused).

- up, of, a, me, mine, rang, friend.
- the, the, in, are, students, part, discussion, taking.
- night, meeting, last, had, a, we.
- usual, I, up, yesterday, later, got, than.
- out, I, book, should, to, like, take.

EXERCISE 2

Fill in the blanks with verbs in the Past Indefinite.

1. I ... much. (work) 2. Father ... home at nine. (come) 3. George
[dʒɔrdʒ] ... to write. (begin) 4. I ... my English textbook and ... down
at my table. (take, sit) 5. Mother ... in the kitchen. (be) 6. Kate ... me
to lay the table. (help) 7. Mother ... on the radio. (switch) 8. The
students ... an interesting discussion. (begin)

EXERCISE 3

Change from the Present Continuous to the Past Continuous (Muutke
kestev olevik kestvaks minevikuks).

1. He is sitting in an armchair near the window. 2. She is standing
before a bookshelf. 3. Father is typing a letter. 4. We are preparing
supper. 5. It is getting dark. 6. I am going to the library. 7. Ann is
reading a novel by Pushkin.

EXERCISE 4

Make the following sentences negative and interrogative (Muutke järg-
nevad laused eitavaiks ja küsivaiks).

1. Mother has laid the table. 2. We have played this game before.
3. They have walked through the town park. 4. You have chosen a book.
5. Kate has been at school all the time (*kogu aeg*). 6. George has read
this book. 7. We have had a good time. 8. I have written many letters
today.

EXERCISE 5

Make the following sentences negative.

1. Tom went to school. 2. I saw Helen. 3. The weather was fine.
4. After dinner I wrote some letters. 5. She came home at eleven. 6. Her
friend rang her up. 7. The meeting lasted for three hours.

EXERCISE 6

Make the following sentences affirmative.

1. Did she come home at three o'clock? 2. I did not meet my friends at the bus-stop. 3. I did not know him. 4. Tom did not play with his dog Spot. 5. I did not get up late. 6. They did not find mother at home. 7. Did school begin in September?

EXERCISE 7

Read it.

What time is it? (Mis kell on?)

It is 7.00; 7.13; 8.30; 12.00; 12.15; 4.45; 5.00; 9.03; 2.58; 1.58.

EXERCISE 8

Translate into English.

1. Tom ütles emale ja isale head aega. 2. Ta läks kooli. 3. Ma leid-
sin mõned huvitavad raamatud. 4. Meie ei läinud kohe välja. 5. Ema lü-
litaski radio sisse. 6. Ma vaatasin kella; kell oli juba kolmveerand neli.
7. Me sõime koos lõunat. 8. Isa ei olnud kodis. 9. Kate aitab Annel
mööbid pesta. 10. Tom mängis koeraga. 11. Isa tuli koju kelli pool kümme.
12. Isa oli väga väsinud. 13. Ta läks kohe magama.

EXERCISE 9

Finish the sentences (Lõpetage laused).

1. I wanted to go out, so 2. She says that 3. The weather
is fine, so 4. We help Mother to 5. May I 6. When it is fine we
7. They like to 8. When they have had breakfast they 9. I
know that 10. When I am tired I

EXERCISE 10

Answer the questions.

1. When did Ann get up? 2. Why did she get up so late? 3. What did
she do before breakfast? 4. Where did she want to go? 5. Whom did

she meet on her way? 6. Where was Helen going? 7. What was the
weather like? 8. What did Ann write after dinner? 9. Who rang her up?
10. Did he come to see her? 11. Where did they go at eight o'clock?
12. What did they do at the club? 13. When did Ann get home? 14. Why
did she go to bed at once?

EXERCISE 11

Translate into Estonian.

ALL LANGUAGES SPOKEN HERE

An Englishman arrived at a hotel in France. On the door of the
hotel he read the following words: "All languages spoken here."

He spoke to the waiter in English, German and Italian. No answer.
Then, a little annoyed, he asked in French:

"Who is that speaks all languages here then?"

The waiter answered quietly: "The hotel guests."

*

Teacher: How many wars had Spain in the fifteenth century?

Schoolboy: Six.

Teacher: Enumerate them.

Schoolboy: 1, 2, 3, 4, 5, 6.

9 LESSON NINE A DIALOGUE

Ann comes home from the University and finds her mother waiting
for her.

Mother. You have been away so long. Where have you been?

Ann. What is the time?

Mother. It is nearly three.

Ann. As late as that? We had four lectures and after that we had to
fix the time for our next meeting of the political society and that was
not easy. Many of us take part in the work of various societies and
sports-clubs in the afternoon.

Mother. Don't take off your coat. Will you go and buy some food for
dinner? We have no meat for the soup.

Ann. What shall I buy?

Mother. Buy some **beef** and a **kilogram** of **minced meat** for **rissoles**.

There is some bread, but we have no butter. And don't forget to buy **onions** at the **greengrocer's**. In case you see some **tomatoes**, take half a kilogram.

Ann. Of course, I'll buy some if there are any to be had. Shall I buy some **cheese** too?

Mother. No, don't, we have some at home.

Ann. All right. I shall buy some butter, mince for rissoles, some beef, tomatoes and onions. Is that all?

Mother. Don't forget to buy one or two boxes of **matches**. And **soap**!

Don't forget about the soap. Put down what you have to buy.

Ann. No **need** for that. I shall not forget to buy soap and matches. Give me some **money**, and I'll go. I **think** I shall bring some **fruit** too. (Mother gives Ann some money.) Thank you. I'm off. I shall be back soon. So long!

Mother. So long.

NOTES TO THE TEXT

you have been away so long sa olid nii kaua ära

what is the time? mis kell on?

as late as that? (kas tõesti) nii palja? (kas tõesti) nii hilja?

we had to me pidime; to have to pidama (midagi tegema)

many of us paljud meist

will you go? kas sa laheksid?; ole kena ja mine

will küsiva vormi 2. pöördes väljendab viisakat pöördumist kõnetatava poole

shut paneku või palvega: Will you shut the window? (Palun, kas te ei suleks

at the greengrocer's = at the greengrocer's shop juurvillakaupluses(t)

iseseisv omastav esineb juhtudel, kui omastavas käandes seisval täiendil puudub

iseseisvat omastavat kasutatakse, kui põhisõna, mille täiendiks on omasta-

kaandes olev nimisõna, tähistab maja, kauplust, kontorit, ettevõtet jms.: I had

supper at my friend's (house). (Ma sõin õhtust oma sõbra pool)

if there are any to be had kui neid on saada

don't forget about the soap ära sa seepi unusta

no need for that selleks pole vajadust

I'm off ma lähen!

so long nägemisenil

IRREGULAR VERBS (IRREGULAR VERBS)

to buy [bai] (ostma) — bought [bɔɪt] (ostis) — bought [bɔɪt] (ostnud)

to forget [fə'get] (unustama) forgot [fə'gɒt] (unustas) — forgotten [fə'gɒtn] (unustanud)

to give [giv] (andma) — gave [geiv] (andis) — given [ˈgɪvn] (andnud)

to think [θɪŋk] (mõtlemas) — thought [θɔ:t] (mõtles) — thought [θɔ:t] (mõtelnud)

to bring [brɪŋ] (tooma) — brought [brɔ:t] (tõi) — brought [brɔ:t] (toonud)

GRAMMAR

1. KÄSKIV KÖNEVIIS (THE IMPERATIVE MOOD)

Eitav vorm (Negative Form)

| | Lühivorm |
|--|--------------------------------------|
| Do not think, I have forgotten. (Ära arva, et ma olen unustanud.) | Don't [dɒnt] think I have forgotten. |
| Do not take off your coat! | Don't take off your coat! |

Käskiva kõneviisi eitav vorm moodustatakse abiiverbi **to do**, eitava partikli **not** ja põhiiverbi infinitiivi abil.

2. ULDTULEVIK (THE FUTURE INDEFINITE)

Uldtulevik moodustatakse abiverbide **shall** (1. pöördes ainsuses ja mitmuses) ja **will** (2. ja 3. pöördes ainsuses ja mitmuses) ning põhiiverbi infinitiivi abil:

| Affirmative | |
|----------------------------|---------------------|
| | Lühivormid |
| I shall work (mina töötan) | I'll [aɪl] work |
| you will work | you'll [jʊl] work |
| he } will work | he'll [hi:l] work |
| she } | she'll [ʃi:l] work |
| it } | it'll [ɪtɪl] work |
| we shall work | we'll [wi:l] work |
| you will work | you'll [jʊl] work |
| they will work | they'll [ðeɪl] work |

EXERCISE 2

Fill in the blanks with **am, is, are, was, do, does, did, shall or will.**

1. Listen! Kate ... playing the piano ['pjænou] (*klaverit*). 2. Mother ... preparing supper when Father came home. 3. How many languages ... you study last year? 4. Who is this student? I ... not know him. 5. We ... finish our studies in June. 6. They ... buy some books next week (*järgmisel nädalal*). 7. It ... raining when we went out. 8. ... you go to bed early yesterday? 9. Hallo, Helen! Where ... you going? 10. I ... going to the library. 11. As he lives near the University, he ... not take the bus.

EXERCISE 3

Fill in the blanks with **some or any.**

1. Mother gave us ... ripe pears.
2. Is there ... soup for me?
3. I ate (*sõin*) ... cheese but I didn't take ... coffee at breakfast this morning.
4. Father gave Ann ... money.
5. Have you ... money?
6. I shall buy ... butter.
7. There are ... newspapers on the table near the window.
8. After dinner I wrote ... letters.
9. Are there ... armchairs in his office?
10. I did not meet ... friends there.

EXERCISE 4

Explain the use of the Indefinite Pronouns **some** and **any**, translate the sentences into Estonian (*Seletage asesõnade some ja any kautamist, tõlkige laused eesti keelde*).

1. Turning the corner I saw some boys playing in the street.
2. Is there any soup left from dinner?
3. Go and buy some food for dinner.
4. Give me some English books to read.
5. I did not meet any friends at the students' club.
6. Did you meet any friends in the students' club?
7. Have you any letters to write? Yes, I have some.
8. Some people like to read in bed.
9. Don't forget to buy some fruit!

Negative

Interrogative

| | |
|--------------------|-------------------|
| I shall not work | shall I work? |
| you will not work | will you work? |
| he } will not work | will { he } work? |
| she } | she } |
| it } | it } |
| we shall not work | shall we work? |
| you will not work | will you work? |
| they will not work | will they work? |

avavad lühivormid:

shall not = **shan't** [ʃaɪnt]

will not = **won't** [ˈwɒnt]

He won't be at home at six. (Ta ei ole kella kuue ajal kodus.)

Üldtulevikku tarvitatakse:

1) tulevikus asetleidva tegevuse väljendamiseks, kusjuures lauses esinevad tavaliselt tulevikku väljendavaid määruseid *tomorrow, next day, next week, next year* jne.:

I shall finish this book next week.

He will come to the meeting in the evening.

2) harjumuspärase või korduva tegevuse väljendamiseks tulevikus:

As his institute is far from his house, he **will take** the tram. (Et instituut on kodust kaugel, hakkab ta sinna sõitma trammiga.)

Lähemas tulevikus asetleidva tegevuse väljendamiseks tarvitatakse **be going to + Infinitiiv**:

I am going to buy a new dress. (Ma ostan [või kavatsen osta] uue kleidi.)

EXERCISE 1

Change from the Present Indefinite to the Future Indefinite.

1. It is not cold here.
2. I meet my friends at the bus-stop.
3. She does not answer my questions.
4. I take off my coat.
5. Mother gives Ann some money.
6. Everybody is at home.
7. I don't take a bus.
8. Father is in his study.

EXERCISE 5

Fill in the blanks with the pronouns *me, him, her, it, us, you, them*.

1. A friend of mine rang ... up. 2. I got a letter from Jack yesterday. Do you know ...? 3. You cannot translate this exercise, let me help ... 4. Henry and Harry were not at the lecture today. I have not seen ... today. 5. My English is very poor, I have learnt ... for two years only. 6. We are going to the students' club; come with ... 7. Tom was playing with Spot in the garden. Did you see ...? 8. Father is in his study. Ask ... to come here, please.

EXERCISE 6

Fill in the blanks with the article *the* where necessary (*kus vajalik*).

1. Ann and Mary meet at ... bus-stop at ten. 2. ... weather was fine. 3. The second term ends in ... June with examinations. 4. It does not snow in ... winter. 5. Mother is in ... kitchen. 6. Ann came ... home at night. 7. She switched on ... light and began to read. 8. Many people took part in ... discussion. 9. February is ... last winter month. 10. In the afternoon we take ... part in ... work of various societies.

EXERCISE 7

Form questions to the words in space type (*sõrendatud kirjas*).

1. He will buy some cheese. 2. Ann bought two boxes of matches. 3. It is three o'clock. 4. Mary went to the library. 5. Here you can find books in different languages. 6. Father will come home. 7. I shall buy some onions.

EXERCISE 8

Translate into English.

1. Meil on neljapäeval poliitringi koosolek. 2. Ma kirjutan pärast lõunat mõned kirjad. 3. Ma lähen ja ostan leiba. 4. Isa andis mulle raha. 5. Tom ostis pirne. 6. Ma unustasin osta seepi. 7. Ema läks välja. Ta tuleb varsti tagasi. 8. Kell oli peaaegu kaheksa, kui ta tagasi tuli. 9. Me olime teed kell viis. 10. Pärast õhtusööki ma hakkasin õppima. 11: Kell tähistas meid lõksime magama.

EXERCISE 9

Make the sentences negative.

Model. (Näidis) Open your books, children.
Don't open your books, children.

1. Shut the window. 2. Translate this exercise. 3. Switch on the set. 4. Help her to write a composition. 5. Buy some bread. 6. Ask Tom to take part in the discussion. 7. Wait for me. 8. Ask some money from your father. 9. Take some friends with you.

EXERCISE 10

Answer the following questions.

1. Who was waiting for Ann? 2. Why did Ann come home so late? 3. What do many students take part in? 4. What did Mother ask Ann to buy? 5. What can you buy at the greengrocer's? 6. Do you eat (*sööte*) cheese? 7. Did Ann buy any cheese? 8. Do you like fruit?

EXERCISE 11

Translate into Estonian.

Mother asked her small daughter who was reading a book:

"What are you reading, dear?"

"I don't know," answered the girl.

"You don't know? You were reading aloud, so you must know."

"I was reading aloud, Mummy, but I was not listening," the child explained.

"Mamma, I've got a stomach-ache," said Nellie, aged six.

"That's because you've been without lunch. Your stomach is empty. You'd feel better if you had something in it."

That afternoon a lady called and, in the course of conversation, remarked that she had been having a bad headache all day.

"That's because your head is empty," said Nellie. "You'd feel better if you had something in it."

I've got = I have got mul on

aged six kuueaastane

that's because see on sellepärast, et

you'd feel better = you would feel better sa tunneksid end paremini

In the course of kestel, jooksul

she had been having tal oli olnud

all day kogu päev

10 LESSON TEN IN THE AFTERNOON

It is Tuesday afternoon. Ann and Helen are standing in front of the students' hostel. Aino meets them and they discuss their plans for the evening. They decide to go to the study library.

Aino. Come in for a moment. My room-mates are working at the lab and there's nobody in now. I'll show you the letter I got from my pen friend in England. He writes about university life in England.

Ann. I think we ought to hurry to the library to get seats near one another. The place will soon be filled up. You can tell us all about this letter on our way there.

Helen. Ann's right. We must hurry. Let's go.

Ann. What does he write about?

Aino. He writes that their first term begins in October, and that they have three terms in all.

Ann. Do they take any examinations at the end of each term?

Aino. I don't know. He doesn't write anything about it. I'd have to ask him to write something more about his studies.

Helen. Here we are.

The girls leave their coats and hats in the cloak-room. They enter the reading-room in the University study library. Lots of students come to read and study every day. It's so quiet here.

There are some vacant seats near the windows. Ann sits down beside a boy who is writing something in his notebook which is lying on the table in front of him. He is taking notes. He is so busy that he does not pay any attention to Ann.

All the students are working very hard. No one is talking.

At six Aino and Helen leave the library. They meet Ann in the hall.

Aino. Hallo, Ann, we're going back to the hostel now. Are you coming with us?

Ann. No, I'm not. I must go to the gym.

Helen. All right, see you tomorrow.

Aino. So long!

Ann. So long, girls!

NOTES TO THE TEXT

Study library õpperaamatukogu
Come in for a moment tulge hetkeks sisse
There's nobody in now = there is nobody in now praegu pole kedagi kodus
near one another üksteise lähedal

the place will soon be filled up varsti on kõik kohad võetud, varsti on kogu lugemis-
saal (rahvast) täis
Ann's right = Ann is right Annel on õigus
in all kokku, ühtekokku
Do they take any examinations...? On neil eksamid...?
I'll have to ask him ma pean teda paluma
something more veel midagi, rohkem
here we are olemegi kohal
he is taking notes ta teeb märkmeid
see you tomorrow homme näeme

10

GRAMMAR

1. MODAALVERBID (MODAL VERBS) MUST JA OUGHT must

1) Modaalverbil must on ainult üks vorm — olevik.

| Affirmative | Negative | Interrogative |
|--|--|---|
| I must [mast] (ma pean) you must he } she } must it } | I must not (ma ei tohi) you must not he } she } must not it } | must I? (kas ma pean?) must you? must { he? she? it? |
| we must you must they must | we must not you must not they must not | must we? must you? must they? |

Eitav lühivorm on mustn't ['masnt].

2) Verb must väljendab kohustust, käsku (eitavas vormis — keeldu), paratamatust, oletust:

I must write two exercises. [kohustus]
You must stay at home to learn your lesson. [käsk] (Sa pead koju jääma oma õppetükke õppima.)
You must not do it again. [keeld] (Sa ei tohi seda enam teha.)
All men must die. [paratamatus] (Kõigil inimestel tuleb surra.)
He must be at home now. [oletus] (Ta peaks nüüd kodus olema, arvata-
vasti on ta nüüd kodus.)

You will have to come back another time. (Teil tuleb teine kord tagasi tella.) [Üldtulevik]

1) Verbiil bought on ainult üks vorm.

| Affirmative | Negative | Interrogative |
|-------------------------------|---|-------------------------------|
| I ought [ɔrt] (ma peaksin) | I ought not (ma el·peaks, ma el tohiks) | ought I? (kas ma peaksin?) |
| you ought | you ought not | ought you? |
| he } she } ought it } | he } she } ought not it } | ought { he? she? it? |
| we ought | we ought not | ought we? |
| you ought | you ought not | ought you? |
| they ought | they ought not | ought they? |

Te ought to go to the country in summer. (Te peaksite suvel maale
mihemra.)

Teacher. Come to the blackboard, Tom.
The teacher tells Tom to come to the blackboard.

Mother tells Ann not to forget about the soap.

Ann sits down beside a boy who is writing something in his notebook. He is taking notes. He is so busy that he does not pay any attention to Ann. All the students are working very hard. At six Aino and Helen leave the library.

Use *ought to* instead of *must* in Exercise 2. Translate the sentences into Estonian.

Model. I must finish this book by Monday.
I ought to finish this book by Monday.
Ma peaksin selle raamatu esmaspäevaks lõpetama.

EXERCISE 4

Find pairs of antonyms (Leidke vastandite paarid).

Far, sitting, doing, nothing, may, here, begin, meet, standing, out, go, come out, something, must not, there, in, near, enter, busy, part, nothing, come, finish.

EXERCISE 5

Put in the words attention, taking, lab, hostels, hard, pen, reading-room, must, vacant, busy.

1. Many of our students live in ... 2. In the morning the students have lectures, in the afternoon they are working at the ... and in the ... 3. The room is filled up, there are no ... seats. 4. She is writing something in her notebook, she is ... notes. 5. Have you got many ... friends? ... I have. 6. Before the examinations we have to study ... 7. You ... not talk in the reading-room. 8. He was so ... that he did not pay any ... to us.

EXERCISE 6

Change the following sentences according to (vastavalt) the model.

Model. Come in for a moment.
I asked her to come in for a moment.

1. Show me the letter. 2. Look into the book. 3. Open the window. 4. Buy some bread. 5. Come with us. 6. Write about university life in England. 7. Put the book on the table. 8. Leave the coat in the cloak-room.

EXERCISE 7

Change from direct to indirect speech (Muutke otsene kõne kaändseks kõneks).

Model. She says to them, "Sing some songs!"
She tells them to sing some songs.

1. Helen says to Aino, "Come to the gym."
2. The teacher says to the students, "Write exercise two on page 58."
3. I say to Ellen, "Come back at five."
4. Mother says to the children, "Lay the table, please."
5. Tom says to his dog, "Lie down (heida pikali)."
6. Ann says to her friends, "Come to the meeting of the dramatic society (draamaring) on Wednesday at 6 (o'clock)."

EXERCISE 8

Fill in the blanks.

Model. I some cheese tomorrow.
I must buy some cheese tomorrow.

1. ... I ... you a question?
2. Who to the library?
3. I much about it.
4. My friend at the lab.
5. You your things lying about (vedehema).
6. I to the gym.
7. Ann us at six o'clock.
8. You it.
9. ... she ... this exercise into Estonian?

pean ostma

tohin esitada (ask)
peab ruttama
ei saa öelda
peaks olema
ei tohi jätta

peaksin minema
peab lahkuma
peaksite teadma
oskab tõlkida

EXERCISE 9

Answer the following questions.

1. Where does Ann meet her friends?
2. What do they discuss?
3. Where do they decide to go?
4. Who has got a letter?
5. What does her friend write about?
6. Where do the girls leave their coats and hats?
7. Why do lots of students come to the reading-room?
8. What are the students doing?
9. When do the girls leave the library?
10. Where must Ann go?
11. Where do the others go?

EXERCISE 10

Translate into Estonian.

Mother (at dinner): Jane, darling, you mustn't scratch your nose with your spoon.

Jane: Oh, Mother, ought I to have used my fork?

"If the Dean doesn't take back what he said to me this morning, I'm going to leave college."

"What did he say?"

"He told me to leave college."

11 LESSON ELEVEN SOVIET STUDENTS

By M. Khil

Our great country is the first socialist country in the world. Every citizen in our country has the right to work and the right to education. Let people do not fear unemployment, because it does not exist in our country. Our young people know only from books what unemployment is. When our young boys and girls finish school, many roads are open to them. They are free to choose their profession. Some of them get work in different factories, or on collective farms, some join the Soviet Army, and many enter schools of higher education.

There are a great many universities and institutes in the Soviet Union. Our Communist Party and the Soviet Government give a good deal of attention to education. Most of the students get stipends, many of those who come from different towns and villages live in comfortable hostels.

At every institute there are reading-rooms and laboratories, where students can work, and good libraries, where they can get any book they like.

We are first year students. We love our Institute. It is very interesting to study here. We have lectures on various subjects. We have to work hard, but we are young and strong and ready to learn. We are not afraid of hard work. "No pains, no gains," so we take great pains with our studies to gain as much knowledge as possible. The lectures and lessons are very interesting and we learn a lot of new things every day.

Our working-day lasts six hours, from half past eight in the morning till half past two in the afternoon. After the lessons we take part in the

work of various societies and sports-clubs, which give the students every possibility of developing their talents.

Besides we have very much to do at the Institute after classes, for we are Y.C.L. members and take an active part in the public life of the Institute. But "many hands make light work" and we are soon free to go home, have a rest and prepare our lessons.

Sometimes we go to the cinema or to the theatre together and then discuss the film or the play we have seen.

We, Soviet students, are confident of our future. Our Soviet Government takes care of us. We know that when we graduate we shall get interesting work, and we are grateful to our country for it. We shall become active builders of Communism and do all we can for the good of our socialist country.

NOTES TO THE TEXT

they have the right to work neil on õigus tööle
they are free to choose nad võivad oma tahtmise järgi valida
on collective farms kolhoosides
to join the army sõjaväkke minema
schools of higher education kõrgkoolid
a great many väga palju
give a good deal of attention to education pühendavad palju tähelepanu haridusele
most of enamik
many of those who... paljud neist, kes...
they can get any book they like nad võivad saada lga raamatu, mis nad soovivad
first year students esimese kursuse üliõpilased
lectures on various subjects loengud mitmesugustelt ainealadelt
we have to = we must
to be afraid of (midagi) kartma
no pains, no gains ilma vaevata ei saavuta midagi (inglise vanasõna)
to take pains vaeva nägema
knowledge teadmised (esineb inglise keeles ainult ainsuse vormis)
as much as nii palju kui
a lot of palju
every possibility kõik võimalused
Inglise keeles puudub abstraktseil nimisõnadei tavaliselt mitmuse vorm.
after classes pärast loenguid
The Y.C.L. = the Young Communist League Kommunistlik Noorsooühing
many hands make light work palju käsi teeb töö kergeks (inglise vanasõna)
to have a rest puhkama
to take care of (millegi, kellegi eest) hoolitsema
for the good of (millegi, kellegi) hüvanguks

FOR STUDY (HARJUTAMISEKS, OPPIMISEKS)

Kasutades järgnevaid tabeleid moodustage võimalikult palju lauseid.
Esimest tabelit kasutades saab moodustada 84 erinevat lauset. Näit.:

There is not a bag on the floor.

Is there a box on the desk?

IRREGULAR VERB

to become [bi'kam] (saama, muutuma) — became [bi'keim] (sai, muutus) — become [bi'kam] (saanud, muutunud)

GRAMMAR

1. UMBMÄÄRASEID ASESÕNAD (INDEFINITE PRONOUNS) MUCH, MANY, LITTLE, FEW, A LITTLE, A FEW

Umbmääraseid asesõnu much (palju), little (vähe), a little (pisut, natuke) tarvitatakse loendamatute nimisõnadega:

much ink [ink], snow, time, money (palju tinti, lund, aega, raha)

little ink, snow, time, money (vähe tinti, lund, aega, raha)

a little ink, snow, time, money (pisut tinti, lund, aega, raha)

Umbmääraseid asesõnu many (palju, paljud), few (vähe, vähesed), a few (mõned) tarvitatakse loendatavate nimisõnadega mitmuses:

many boys, books (palju poisse, raamatuid)

few boys, books (vähe poisse, raamatuid)

a few boys, books (mõned poisid, raamatud)

2. UMBMÄÄRASEID ASESÕNAD (INDEFINITE PRONOUNS) EACH JA EVERY

Asesõna each (iga, igaüks, kumbki) tarvitatakse niihästi omadussõnaliselt kui ka nimisõnaliselt:

Each season has its pleasures ['plezəz]. (Igal aastaajal on omad rõõmud.)

Each got an apple. (Igaüks sai ühe õuna.)

Asesõnal every (iga) on üldistavam tähendus ja teda tarvitatakse ainult omadussõnaliselt:

I go to the university every day.

Every citizen in our country has the right to work and the right to education.

Liitasesõnu everybody, everyone (kõik, igaüks), everything (kõik, iga asi) tarvitatakse ainult nimisõnaliselt. Asesõnadega everybody, everyone, everything tarvitatakse tegusõna ainsuses:

Everybody (või everyone) was present. (Kõik olid kohal.)

Everybody knows it. (Igaüks teab seda. Kõik teavad seda.)

Everything is ready. (Kõik on valmis.)

There are some boxes on the shelf.
There aren't any books on the table.
Are there any bags on the floor?
No, there are not.

TABLE No. 1

| | | | |
|--|------|------------------------|---|
| There is not There isn't Is there | a | book box bag | on the table on the desk on the floor on the shelf |
| There are | some | | |
| There are not There aren't Are there | any | books boxes bags | |

TABLE No. 2

| | | | |
|----------------------------|--|---|------|
| There is | a large number of | desks chairs pens pencils books boxes matches cups things dishes | here |
| There are | some no a lot of (only) a few twenty | | |
| There are not Are there | any many | | |
| There is | some no a lot of a great deal of (only) a little | chalk money meat bread butter fruit coffee | |
| There is not Is there | any much | | |
| | | | |

EXERCISE 1

Give the principal forms of the following verbs.

to take, make, say, go, have, get, lie, exist, join, enter, do, study, begin, come, finish.

EXERCISE 2

Change from the Present to the Past.

1. Many pupils join the Y.C.L. every year. 2. Tom thanks his friend for the book and leaves the room. 3. We finish our work at three every day. 4. We take part in the work of various societies. 5. We have to fix the time for our next meeting. 6. We help Mother to cook dinner. 7. It does not rain in winter. 8. I want some more milk.

EXERCISE 3

Fill in the blanks with verbs in the Future Indefinite

I ... to the meeting of the dramatic society tomorrow.

The meeting ... at six.

I ... home at half past five.

On my way home I ... some fruit.

Mary ... some letters after dinner.

English ... difficult for her.

We ... dinner at two.

go

begin

leave

buy

write

be (not)

have

EXERCISE 4

Fill in the blanks with prepositions where necessary.

1. Our country is the first socialist country ... the world. 2. ... the Soviet Union every citizen has the right ... work and the right ... education. 3. Many ... us take part ... the work ... various clubs. 4. Why did you not come ... the lecture? 5. I was busy ... the office. 6. The lecture lasted ... a quarter ... seven. 7. ... the book-shelves there are books ... different languages. 8. Mother was waiting ... Ann. 9. Ann came ... home very late (*hilja*).

EXERCISE 5

Make up sentences.

1. table, box, matches, I, of, a, the, on, found.

2. questions, not, she, my, answer, does.

3. country, unemployment, in, not, our, exist, does.

4. to, of, a, our, good, Party, deal, Communist, attention, education, gives.

EXERCISE 6

Fill in the blanks with suitable words from the text.

1. There is no ... in socialist countries. Every man or woman can get work. 2. When our students ... they will get interesting work. 3. Most of our students get ... and live in ... hostels. 4. Our young boys and girls are free to ... their profession. 5. Young people in capitalist [*'kæpitəlist*] (*kapitalistlik*) countries are ... of their future. They have no ... to develop their ... 6. Our Soviet students are ... to learn and they do all they can for the ... of our socialist country.

EXERCISE 7

Fill in the blanks with much, many, little, few.

1. Say ... and do 2. ... roads are open to us. (much, many) 3. We have ... work to do. (much, many) 4. It takes me very ... time to read this book through. (little, few) 5. I have read ... books in English. (little, few) 6. There are ... societies I want to take part in. (much, many) 7. ... hands make light work. (much, many) 8. We have ... lessons every day. (much, many)

EXERCISE 8

Use everybody instead of the words in italics, make all the necessary changes in the sentence.

Model. *My friends* go to the meeting.

Everybody goes to the meeting.

1. *We* are free to choose our profession. (...his profession)

2. *They* have to work hard.

3. *Our students* take part in the work of various societies.

4. *Our young boys and girls* are ready to learn.

In a socialist country *every citizen* has the right to education.
Ann and Helen are making plans for the vacation.
 We want to gain as much knowledge as possible.

EXERCISE 9

Translate into English.

1. Nõukogude Liit on esimene sotsialistlik riik maailmas. 2. Meie ei ole tööpuudust. 3. Igal nõukogude kodanikul on õigus tööle ja haridusele. 4. Kõik teed on lahti meie ees. 5. Enamik meie üliõpilastest saab stipendiumi. 6. Meil on head laboratooriumid, kus üliõpilased võivad töötada. 7. Meie noored (inimesed) ei karda rasket tööd. 8. Tööpäev meie tehastes kestab seitse tundi. 9. Me oleme kindlad oma tulevikus. 10. Meie üliõpilastest saavad aktiivsed kommunismiehitajad. 11. Me teeme kõik oma sotsialistliku kodumaa hüvanguks.

EXERCISE 10

Answer the following questions.

1. Which is the first socialist country in the world? 2. What rights do our citizens have? 3. Why do Soviet people not fear unemployment? 4. What are our young people free to choose? 5. Where do they get work? 6. Who gives a good deal of attention to education? 7. What do most of our students get? 8. Where do our students live? 9. What is there at the institute? 10. How do our students work? 11. Why do our students experience great pains with their lessons? 12. How long does their working day last? 13. What do the students do after the lessons? 14. Where do our students develop their talents? 15. What will Soviet students get when they graduate? 16. What will our young people become?

EXERCISE 11

Translate into Estonian.

FATHER AND SON

Father. You know, Tom, when Lincoln was your age he was a very good pupil. In fact, he was the best pupil in his class.
 Son. Yes, Father, I know that. But when he was your age he was president of the United States.

Father. Why were you kept in at school, Tom?

Son. I didn't know where the Azores were.

Father. Well, in the future just remember where you put things.

11

12 LESSON TWELVE A STRANGE ANIMAL

Once, many, many years ago an Englishman caught a hare. He lived at Hampstead. Hampstead is part of London now, but at that time it was a little place near London. The gentleman was going to send the hare to his friend in London as a present. He put the hare into a bag and called his servant, an Irishman.

"Take this bag to my friend in London," he said. "You know where he lives. There is a live hare in it."

The Irishman took the bag and set out. On his way to London he stopped at an inn to rest a little and have some beer.

There were some merry young men in the inn. When they heard about the hare in the bag they decided to play a trick on the Irishman. They took the hare out of the bag and put in a cat.

When the Irishman had finished his beer, he took his bag and left. He did not know that the young men had taken out the hare and put a cat in his bag.

When he came to his master's friend he said: "Here is a present for you from my master, a live hare." With these words he opened the bag and the cat jumped out. The Irishman was so surprised that he could not say a word. But his master's friend laughed and said: "This is not a hare, this is a cat. I don't like cats. Take it back home."

And the Irishman set out for home with the cat in his bag. On his way home he again stopped at the inn. The merry young men were still there. They laughed merrily when they heard the Irishman's story.

He sat down to have some beer, and the merry young men again got his bag, took the cat out and put the hare back. When the Irishman had finished his beer, he took his bag and went home. He did not know that the young men had put the hare back.

"Do you know, sir," he said to his master when he came home, "that you put a cat instead of a hare into the bag."

"Nonsense!" was the answer. "Open the bag."

The Irishman opened the bag and the hare jumped out. He was so surprised that he could not say a word. At last he said, "This is a strange animal! It is a hare in Hampstead, and a cat in London!"

QUESTIONS TO THE TEXT

Once, many, many years ago kord, palju, palju aastaid tagasi
 the village millijakuti algus on: Once (upon a time) there lived... Elas(id) kord...
 Hampstead [hæm(p)stɪd]
 the part of (millegi) osa olema, (millegi) järele kuulama
 that time tol a.a.
 was going to send ta kavatses saata
 he going to do parajasti teha kavatses, lähemas tulevikus tegema
 a present kingituseks
 play a trick on (keelelegi) vingerpussi mängima
 could not say a word ta ei suutnud sõnagi lausuda
 the [ku:] on üldminevik sõnast can
 the cat in his bag kassiga kotis
 young men got his bag noormehed said ta koti oma kätte
 härra, armuline härra
 the sir k. v. t. l. x. s. Inglismaal võõraste või enesest kõrgemal seisvate isikute kõne-
 the nime nende nime lisamata.
 the v. u. k. s. lõpuks

STUDY

Exercise No. 3

| | |
|---|--------------|
| am I is he (she) are we (you, they) | going to do? |
| am I is he (she) are we (you, they) | doing? |
| have I (we, you, they) has he (she) | (just) done? |

Exercise No. 4

| | |
|---|-------------------------------|
| am going to carry am carrying have (just) carried | this chair into the garden |
| are going to open are opening have (just) opened | the door |

12

| | | |
|-------------------------|---|-------------------------|
| Tom | is going to wash is washing has (just) washed | his hands |
| The Irishman | is going to have is having has (just) had | some beer a drink |
| You | are going to write are writing have (just) written | a letter |
| Father and Mother | are going to listen to are listening to have (just) listened to | the six o'clock news |

Translate the sentences which you form into Estonian!

IRREGULAR VERBS

to catch [kætʃ] (püüdma) — caught [kɔ:t] — caught [kɔ:t]
 to send [send] (saatma) — sent [sent] — sent [sent]
 to set [set] out (teele asumata) — set out — set out
 to hear [hiə] (kuulma) — heard [hɔ:d] — heard [hɔ:d]

READING EXERCISE

[b] and [p]

A baby plays in its bed with a big ball.
 Billy Button ['bʌtn] bought a buttered biscuit ['bɪskɪt] in Paris ['pærɪs].

GRAMMAR

1. ENNEMINEVIK (THE PAST PERFECT)

1) Enneminevik moodustatakse abiverbi to have üldmineviku pöörete ja põhiverbi mineviku kesksõna abil:

Lühivormid

| | |
|--------------------------------|---|
| I had been (ma olin olnud) | I'd [aid] been |
| you had been | you'd [jʊd] been |
| he } she } had been it } | he'd [hɪd] she'd [ʃɪd] it'd [ɪtəd] } been |
| we had been | we'd [wɪd] been |
| you had been | you'd [jʊd] been |
| they had been | they'd [ðeɪd] been |

Lühivormid

| | |
|-------------------------------|-------------------------------|
| I had had (mul oli olnud) | I'd had |
| you had had | you'd had |
| he } she } had had it } | he'd she'd } had it'd } |
| we had had | we'd had |
| you had had | you'd had |
| they had had | they'd had |

Lühivormid

| | |
|--|-----------------------------------|
| I had written [ˈrɪtɪn] (ma olin kirjutanud) | I'd written |
| you had written | you'd written |
| he } she } had written it } | he'd she'd } written it'd } |
| we had written | we'd written |
| you had written | you'd written |
| they had written | they'd written |

2) Eitava vormi moodustamiseks asetatakse eitav partikkel not abiverbi järele:

I had **not** been (had, written)
you had **not** been (had, written)
he had **not** been (had, written)
jne.

Lühivormid:

I hadn't [ˈhædnɪt] been (had, written) või I'd not been (had, written)
he hadn't been (had, written) või he'd not been (had, written)
jne.

3) Küsiva vormi moodustamiseks asetatakse abiverb aluse ette:

had I been (had, written)?
had you been (had, written)?
had he been (had, written)?
jne.

Enneminevikku tarvitatakse:

1) tegevuse väljendamiseks, mis oli lõppenud teatud momendiks minevikus või eelnes teisele tegevusele minevikus:

That plant **had fulfilled** its yearly plan of production by the tenth of December. (See käitis täitis oma toodangu aastaplaani kümnendaks detsembriks.)

We **had finished** our work when he came.

2) tegevuse väljendamiseks, mis oli alanud enne teatud momenti minevikus ja sel momendil veel edasi kestis:

He **had been** ill for a week when I called on him.
(Ta oli nädal aega haige olnud, kui mina teda külastasin.)

2. MÄÄRSÖNA (THE ADVERB)

Inglise keeles eristatakse liht- ja tuletatud määrsõnu. Lihtmäärsõnad on niisugused määrsõnad, mis ei ole tuletatud teistest sõnaliikidest: **well** [wel] (hästi), **hard** (tublisti), **much** (palju), **quite** [kwaɪt] (täiesti, üsna), **enough** [ɪˈnaʊf] (küllalt), **once** [wʌns] (kord), **very** (väga) jne. Enamik määrsõnu on tuletatud omadus- ja nimisõnadest järelliite (sufiksi) -ly abil:

glad (rõõmus) — gladly [ˈglædli] (rõõmuga, meelsasti)
bright (hele, särav) — brightly [ˈbraɪtli] (heledasti, säravalt)
kind (lahke) — kindly [ˈkaɪndli] (lahkesti)
day (päev) — daily [ˈdeɪli] (iga päev)
part (osa) — partly [ˈpaɪtli] (osaliselt)

Märkus 1. Kui omadussõna lõpuks on **-le**, millele eelneb konsonant, jäetakse **-le** ära ja liidetakse määrsõna lõpp **-ly**:

double ['dʌbl] (kahekordne) — doubly ['dʌbli] (kahekordselt)

Märkus 2. Kui sõna lõpeb **y**-ga, muutub **y** lõpu **-ly** ees **i**-ks:

merry ['mɛri] (lõbus, rõõmus) — merrily ['mɛrili] (lõbusalt, rõõmsalt)

easy ['i:zi] (kerge) — easily ['i:zili] (kergesti)

ready (vaimis) — readily ['redli] (meelsasti)

Pidage meeles:

true [tru:] (tõsi, õige) — truly ['tru:li] (tõesti, tõepoolest)

whole [houl] (terve, kogu) — wholly ['houl(i)li] (täiesti, tervenisti)

Täheenduse järgi jagunevad määrsõnad järgmiselt:

1) küsivad määrsõnad: when?, where?, how?, why?

When did you come? Where do you live?

Need määrsõnad võivad olla ka siduvateks sõnadeks, mis ühendavad arvulauseid pealausetega:

Show me where you live. Show me how you do it.

2) ajamäärsõnad: now, then, soon, never, today, yesterday, tomorrow [tə'mərou] (homne) jt.

3) kohamäärsõnad: here, there, everywhere ['evriweə] (kõikjal, pool), down (all), up (üleval), away jt.

4) määramäärsõnad: very, too (liiga), only, much, little (vähe), little (natuke), quite (täiesti) jt.

5) viisimäärsõnad: quickly (kiiresti), well (hästi), easily, gladly, carefully jt.

6) sagedusmäärsõnad: sometimes, often, seldom, daily jt.

Määrsõnade asend lauses (Position of Adverbs in the Sentence)

1. Kohamäärsõnad ja kindlat aega tähistavad määrsõnad asetsevad tavaliselt lause lõpus, rõhutamise puhul võivad nad asetseda lause algu-

They were here. (Nad olid siin)

Where they are. (Siin nad ongi)

I met my friend yesterday.

Yesterday I met my friend.

2. Umbmäärast aega ning sagedust tähistavad määrsõnad asetsevad liitaegade puhul tavaliselt aluse ja öeldise vahel, liitaegade puhul abi- ja põhiverbi vahel. Kui abiverbe on liitajas mitu, asetsevad mainitud määrsõnad esimese abiverbi järel:

I often saw him.

I have often seen him.

Märkus. Määrsõnad sometimes ja soon võivad seista ka lause alguses või lõpus ja määrsõna already ka lause lõpus:

I sometimes get up at seven.

Sometimes I get up at seven.

I get up at seven sometimes.

I have already finished my work.

I have finished my work already.

3. Kui lauses esineb mitut liiki määrsõnu või määruselisi ühendeid, on nende järjekord järgmine: umbmäärast aega ning sagedust tähistav määrsõna, viisimäärsõna, kohamäärsõna, kindlat aega tähistav määrsõna:

I have often been waiting patiently in the rain for hours and hours. (Ma olen sageli tundide kaupa kannatlikult vihma käes oodanud.)

EXERCISE 1

Write in words and form sentences (Kirjutage sõnadega ja moodustage lauseid).

| | | |
|-----|-----------|--------------|
| al | 'aɪn | 'dʊɪt |
| ju | 'sʌmtaɪnz | 'teɪkɪt |
| wɪ | 'seldəm | 'siɪt |
| ðel | 'nevə | 'naʊɪt |
| | | kʌm 'hiə |
| | | 'gəʊ ðə |
| | | spi:k'ɪŋglɪʃ |
| | | 'telɪm |
| | | 'weɪtfəɪm |

EXERCISE 2

Fill in the blanks with verbs in the Past Perfect.

- | | |
|---|-----------|
| 1. He did not know that his friend ... back from Moscow. | come |
| 2. She came back, because she ... to take money with her. | forget |
| 3. Tom did not know where he ... his English book. | put |
| 4. He ... very busy at his office. | be |
| 5. She ... her friend for many years. | see (not) |
| 6. We ... dinner already when Father came. | have |

EXERCISE 3

Make the adjectives into adverbs. Fill in the blanks with adverbs.

- | | |
|--|--|
| The sun is shining | Adjectives bright merry comfortable usual careful |
| The young men laughed | |
| Our students live very ... in their hostels. | |
| I ... get up at seven. | |
| You must choose your profession very | |

EXERCISE 4

Put the adverb in the right place. Form as many sentences as possible.

- Model. I have had dinner. (already)
I have **already** had dinner.
I have had dinner **already**.

- It is hot in summer. (sometimes)
- Do you listen to the eight o'clock news? (usually)
- Anna writes to her pen friend in England. (often)
- Father comes home at four. (always)
- It is half past five. (already)
- He has breakfast at eight. (usually)
- Tom tells me about his plans. (often)
- They laughed when they heard the Irishman's story. (merrily)

EXERCISE 5

Translate into English.

- Ma olen väga väsinud; ma olen töötanud kogu päeva (*all day*).
- Ma olin eile väga väsinud, sest ma olin töötanud kogu päeva.
- Ta oli nii üllatunud, et ei osanud sõnagi lausuda.
- Koduteel peatus ta jälle võõrastemajas.
- Nad olid mänginud talle vingerpussi.
- Nad otsustasid talle vingerpussi mängida.

EXERCISE 6

Translate into English using the construction to be going to + infinitive.

- Model. Ma kavatsen sulle esitada mõned küsimused.
I **am going to** ask you some questions.

- Ma kavatsen oma sõbrale kirja kirjutada.
- Ta kavatses õlut juua.
- Ma kavatsen varsti oma kirjandi lõpetada.
- Ma ei kavatse sõnagi öelda.
- Ema hakkab lõunat keetma.
- Ta hakkab tööle vabrikus.
- Ma kavatsen minna bussiga (*to take a bus*).

EXERCISE 7

Answer the questions.

- What did the Englishman catch once?
- Where did he live?
- What is Hampstead now?
- What was the gentleman going to do with the hare?
- Where did he put the hare?
- Who was to take it to London?
- Why did the Irishman stop at an inn?
- Who was there in the inn?
- What did they decide to do when they heard about the hare?
- Did they do it?
- What did the Irishman not know?
- What did he say to his master's friend?
- What did they see when they opened the bag?
- What did the master's friend say?
- What did the Irishman do on his way home?
- Who was still there?
- What did the young men do when the Irishman had his beer?
- What did the Irishman not know?
- What did the servant say to his master when he came home?
- Why was the Irishman so surprised when he opened the bag?
- What did he say at last?

EXERCISE 8

Translate into Estonian.

MARK TWAIN IN FRANCE

Mark Twain, the famous American writer, was travelling in France. Once he was going by train to Dijon. That afternoon he was very tired and wanted to sleep. He therefore asked the conductor to wake him up when they came to Dijon. But first he explained that he was a very heavy sleeper.

"I'll probably protest loudly when you try to wake me up," he said to the conductor. "But do not take any notice, just put me off the train anyway."

Then Mark Twain went to sleep. Later, when he woke up, it was night time and the train was in Paris already! He realized at once that the conductor had forgotten to wake him up at Dijon. He was very angry. He ran up to the conductor and began to shout at him. "I have never been so angry in all my life," Mark Twain said.

The conductor looked at him calmly. "You are not half so angry as the American whom I put off the train at Dijon," he said.

Dijon [diˈʒɔ̃]

Just put me off the train anyway! Ihtsalt tõstke mind igal juhul rongist välja!
You are not half so angry as... teie pole pooltki nii vihane kui...

13

LESSON THIRTEEN

A DIALOGUE

Th.: What did you do last night?

Thomas. First I thought of going to the cinema, but then a friend of mine came to see me and brought me a ticket for the opera. So I changed my mind and went to the theatre instead. The house was full. We arrived at the theatre a few minutes before the curtain rose and the lights were put out.

Th.: What was on?

Thomas. "The Queen of Spades."

Th.: Did you like it?

Th.: Oh, yes, I enjoyed it very much. The singing was excellent. P. sang the leading part. It's true, he has a beautiful strong voice.

Th.: Who conducted the orchestra?

Th.: S. did. He seems to be a very good conductor. And the music was wonderful.

Th.: How did you like the scenery?

Th.: I found it really beautiful.

Th.: Where did you sit?

Th.: We sat in a box. During the interval we went to have a smoke. We met some more friends there and had an interesting talk about Russian music. After the performance Peter and I went for a walk in town. The weather was mild and there was plenty of snow everywhere. We came home late at night. And where did you spend last night?

Th.: I was at home. We listened in to some music from Warsaw.

Th.: I see you are really fond of music. Do you play the piano yourself?

Th.: Yes, I play a little... Look! They are putting up a new bill. Oh! "King Lear" is going to be staged. M. will probably take the leading part. He is an excellent actor... (Pointing to a different bill). By the way, Thomas, do you know anything about that play by Bernard Shaw?

Th.: Yes, it is really interesting. The other day a friend of mine went to see it. The acting, he says, was very good and he enjoyed it very much. I'm sure you'll like it.

Th.: Are you going straight home?

Th.: Not quite. I shall call at the Art Theatre and buy a ticket for the new play you told me about the other day.

NOTES TO THE TEXT

last night eile õhtul

I thought of going ma mõtlesin minna
to come to see külla tulema, vaatama tulema
a ticket for the opera pilet ooperietendusele

I changed my mind ma otsustasin ümber; to change one's mind otsust muutma, (asja) ümber mõtlema

the lights were put out tuled kustutati

what was on? mida mängiti?

Queen of Spades Padaemand

to have a smoke suitsetama, suitsu tegema

we met some more friends me kohtasime veel teisigi sõpru

to have a talk juttu ajama

plenty of = a great deal of, much palju

Warsaw ['wɔɪsɔɪ] Varssavi

King Lear [li:] Kuningas Lear

by the way muide

Thomas ['təʊməs]

Bernard Shaw ['bəɪnəd ʃəʊ]

the other day hiljuti

not quite mitte päris

I shall call at the Art Theatre ma astun läbi Kunstiteatrist, ma lähen sisse Kunstiteatrisse

TABLE No. 5

| | | |
|---------------------|------------|---|
| Do Did Will | I (we) | work in an office? have dinner at two o'clock? go out in the evening? listen to the radio? play the piano? stay at home in the evening? switch on the light? go to the theatre? go to the cinema? take a walk in the park? |
| Do Did Will | you (they) | |
| Does Did Will | he (she) | |

| | | | |
|-------|-------------|-------------------|---------------------------------|
| Where | do did | I (you, we, they) | have dinner? study? work? |
| | does did | he (she) | |
| When | does did | the sun | shine? |

REGULAR VERBS

rise [raɪz] (tõusma; kerkima) — rose [rouz] — risen ['rɪzn]
sing [sɪŋ] (laulma) — sang [sæŋ] — sung [sʌŋ]
spend [spend] (veetma) — spent [spent] — spent

READING EXERCISE

[1]

1. The teacher told us the tenth team [it] will travel ['træv(ə)] to a tourist ['tuərɪst] town by train.
He took a trip by tram to Tring.
Two return tickets to Tooting.
Time and tide wait for no man.

GRAMMAR

JUTUSTAVAD LAUSED KAUDSES KÖNES (STATEMENTS IN INDIRECT SPEECH)

1) Otsese kõne muutmisel kaudseks kõneks jutustavais lauseis asendatakse saatelause pealausega ja otsene kõne sihitislausega. Kõrvallause ühendab pealausega sidesõna **that** (et):

Tom says [saatelause], "I like my room" [otsene kõne].
Tom says [pealause] that he likes his room [sihitislause].

2) Otsese kõne alus ja öeldis ning asesõnad muutuvad kaudses kõnes (ungu eesli keeleski) vastavalt lause sisule:

Thomas says, "I shall call at the Art Theatre."
Thomas says that he will call at the Art Theatre.
Thomas ütleb: "Ma astun sisse Kunstiteatrisse."
Thomas ütleb, et ta astub sisse Kunstiteatrisse.

3) Kui saatelause verbile järgneb kaudsihitis, mis märgib isikut või aegum, kellele midagi öeldakse, asendatakse kaudse kõne pealause verb say verbiga tell, millele järgneb otsesihitis:

Tom says to Thomas: "I was at home."
Tom tells Thomas that he was at home.

EXERCISE 1

Supply the missing forms (Andke puuduvad vormid).

| | | | | | | | | |
|-------------|------|--------|------|------|-------|------|-------|------|
| Infinitive | | choose | | | | shut | | |
| Past Indef. | went | | | told | | | shone | |
| Past Part. | | | rung | | found | | | said |

EXERCISE 2

Make the sentences interrogative.

1. I went to the theatre yesterday. 2. He brought me a ticket for the opera. 3. Robert did not want to stay at home. 4. He changed his mind. 5. I enjoyed it. 6. The singing was excellent. 7. P sang the leading part. 8. I have heard him sing before. 9. I liked the scenery very much.

EXERCISE 3

Form questions to the words in space type.

1. We sat in a box. 2. During the interval we went to have a smoke. 3. We met some more friends there. 4. After the theatre we went for a walk. 5. The weather was mild. 6. We came home late at night. 7. He is fond of music.

EXERCISE 4

Fill in the blanks.

1. Enn says, "I want to go to the cinema."
Enn says that ... to go to the cinema.
2. Thomas says, "I have changed my mind."
Thomas says that ... changed ... mind.
3. Ann says, "I shall go to the gym."
Ann says that ... go to the gym.
4. Helen says, "I am fond of music."
Helen says that ... fond of music.
5. Aino says, "I got a letter from my pen friend in England."
Aino says that ... a letter from ... pen friend in England.
6. The students say, "We shall go to the theatre on Sunday."
The students say that ... go to the theatre on Sunday.
7. Helen and Ann say, "We listened in to some music from Warsaw."
Helen and Ann say that ... in to some music from Warsaw.
8. The girls say, "We were working at the lab."
The girls say that ... working at the lab.

EXERCISE 5

Put into indirect speech.

1. Model. Mother says to Ann, "Dinner is ready."
Mother tells Ann that dinner is ready.
2. Ann says to Helen, "Many roads are open to us."
3. The teacher says to us, "Every Soviet citizen has the right to education."
4. Helen says to Father, "I learn a lot of new things every day."
5. Tom says to Ann, "I have bought two tickets to the cinema."
6. Aino says to the girls, "Thomas is going to join the Army."

8. Enn says to his friend, "After graduating I shall get interesting work."

7. Father says to his son, "You are free to choose your profession."

6. George says to Henry, "The members of our club will meet on Wednesday."

EXERCISE 6

Finish the sentences.

1. He seems to be ... 2. During the interval we ... 3. They spent the evening ... 4. I see you are really ... 5. By the way, do you know that ...? 6. I am sure ... 7. I changed my mind and ...

EXERCISE 7

Fill in the blanks with prepositions where necessary.

1. Instead ... going ... the cinema I went ... the theatre. 2. We had an interesting talk ... Russian music. 3. ... his way ... home he again stopped ... the inn. 4. We came ... home late ... night. 5. Do you play ... the piano? 6. I waited ... him, but he did not come so I went ... a walk ... town. 7. ... winter there is plenty ... snow everywhere.

EXERCISE 8

Translate into English.

1. Mu vend ütleb, et ta armastab muusikat. 2. Ann kirjutab, et tal on uus sõber. 3. Ma tean, et sa elad kaugel ülikoolist. 4. Aino teab, et Helen peab minema raamatukogusse. 5. Me näeme, et isa on väsinud. 6. Meie üliõpilased teavad, et nad võivad olla kindlad oma tulevikule. 7. Enn ütleb, et pärast etendust ta läks otse koju. 8. Thomas ütleb, et talle meeldis näidend väga.

EXERCISE 9

Answer the following questions.

1. Where had Thomas first thought of going to? 2. Who had come to see him? 3. What had his friend brought him? 4. Where did they go? 5. What was on? 6. Did they like the opera? 7. What kind of a

voice had P.? 8. Did he like the scenery? 9. Where did they sit? 10. What did they do during the interval? 11. Where did Enn spend his evening? 12. Does Enn play the piano? 13. Do you play the piano? 14. Are you fond of music? 15. What did Thomas want to do before going home?

EXERCISE 10

Translate into Estonian.

A SILLY RABBIT

"Little Steve had a pet rabbit. Its name was Bunny. He played with it every day after school. One day his mother saw that her little boy was holding Bunny by the ears. From time to time he gave the poor rabbit an angry shake and said: 'How much is two plus two?' or 'How much is three plus three?'"

"Steve, my boy," said his mother. "Why do you treat your poor little Bunny that way?"

"Well," explained Steve angrily, "our teacher says that rabbits multiply very quickly, but this dummy can't even add."

14 LESSON FOURTEEN A LESSON IN GEOGRAPHY

Great Britain

Have a look at the map of the world. Do you see all the continents, oceans, seas, rivers and mountains?

There is Asia — the largest of all the continents. Africa is not so large as Asia — it is smaller. It is the hottest continent. Where is America? It is between the Pacific and the Atlantic Oceans. Europe is smaller than Africa and bigger than Australia.

Where are the British Isles? They are in the north-west of Europe. The two largest islands are Great Britain and Ireland. There are three countries in Great Britain — England, Scotland and Wales. Scotland lies to the north of England and Wales to the south-west. Ireland lies to the west of Great Britain. Ireland is a smaller island than Great Britain. Great Britain is smaller than many other European countries.

The North Sea is to the east of Britain; to the west is the Atlantic Ocean and to the south is the English Channel. The Irish Sea lies between England and Ireland.

The Gulf Stream, which washes the western coast of England, makes the climate mild and damp. The summer is not hot and the winter is

comparatively warm. On the whole, the weather is very changeable. There are fogs in autumn and winter.

The number of rivers in England is great but they are not long. The Thames, the Severn and the Dee are the most important rivers there. The longest river is the Severn. It is in the south-west of England. The Thames is not so long as the Severn — it is shorter.

The greater part of England is level. The mountains are almost all in the western part. The highest summit of Great Britain rises in northern Scotland. It is Ben Nevis.

Most of the people of Great Britain live in big towns and cities. More than eight million live in London — the capital of Britain. London lies on both banks of the Thames. It is the largest city in Europe and one of the largest in the world.

NOTES TO THE TEXT

have a look at the map vaata (võl vaadake) kaarti

is not so large as... ei ole nii suur kui...

they are in the north-west of Europe nad on Euroopa loodeosas

Scotland lies to the north of England Šotimaa asub Inglismaast põhja pool

on the whole üldiselt

the Thames [temz]; the Severn ['seve(ɪ)n]; the Dee [di:]

... in northern Scotland kõrgub (võl kerkib) Šotimaa põhjaosas

Ben Nevis [ben 'nevis]

FOR STUDY

TABLE No. 6

| | | |
|-------------|-----------------------|----------------------|
| It's | as large as | mine, yours (ours) |
| it is | as good as | yours (ours) |
| It was | as long as | his (hers, theirs) |
| it'll be | as short as | the other |
| it may be | larger than | the one I saw here |
| it can't be | longer than | the one on the left |
| | better than | the one on the right |
| | worse than | those others |
| | more interesting than | the first |
| | | the new one |

READING EXERCISE

1 1

The cook calls his cock and kittens into the kitchen.

GRAMMAR

1. MÄÄRAVA ARTIKLI TARVITAMINE MONINGATEL ERIJUHTUDEL (THE USE OF THE DEFINITE ARTICLE IN SOME SPECIAL CASES)

Määravat artikleid tarvitatakse:

1) omadussõnade ülivõrde ja järgarvsõnade ees:

He is **the** best pupil in **the** second group. (Ta on teise rühma parim õpilane.)

2) jõgede, merede, ookeanide ja väinade nimede ees:

The longest river in England is **the** Severn. The Irish Sea lies between England and Ireland. **The** Atlantic Ocean is to the west of Britain and to the south is **the** English Channel.

3) mäeahelike nimede ees:

The Urals are rich in minerals. (Uraalid on rikkad mineraalidest.)

Märkus. Üksikute mägede ja mäetippude nimede ees artikleid ei kasutata:

The highest summit in Scotland is **Ben Nevis**.

4) maade ja piirkondade nimede ees, mis koosnevad üldnimest ja eda piiritlevast täiendist:

Where are **the** British Isles?

The Soviet Union is the first socialist country in the world.

2. OMASTAVAD ASESONAD (POSSESSIVE PRONOUNS)

Nimisõnaline vorm (Absolute Form)

| Ainsus | Mitmus |
|-------------------------|---------------------------|
| mine [maɪn] (minu oma) | ours ['aʊəz] (meie oma) |
| yours [jɔːz] (sinu oma) | yours [jɔːz] (teie oma) |
| his [hɪz] | theirs [ðeəz] (nende oma) |
| hers [hɜːz] | |
| its [ɪts] | |
| (tema oma) | |

Omastava asesõna nimisõnalist vormi tarvitatakse:

1) varem esinenud nimisõna kordamise vältimiseks:

This is my book and that is **hers** (= her book).

My pen is as good as **yours** (= your pen).

2) eessõnaga of nimisõna järel, kui viimast kasutatakse umbmäärase artikliga, eitava asesõnaga no või näitavate asesõnadega **this** ja **that**:

A friend of **mine** rang me up. This is no matter of **yours**. (See asi ei kuulu teisse.) Where is my book? That of **hers** is here, but mine isn't.

3. UMBMÄÄRANE ASESONA (THE INDEFINITE PRONOUN) ONE

Kui umbmäärast asesõna **one** (üks, keegi) tarvitatakse nimisõnaliselt, on tal olemas mitmus **ones** ja omastav kääne **one's**.

Asesõna **one** tarvitatakse enamasti umbisikulises tähenduses ja niisugusel juhul jääb ta sageli eesti keelde tõlkimata:

One never knows what his answer may be. (Ei või kunagi teada, mida ta vastab.)

One must do **one's** duty. (Tuleb täita oma kohust.)

Asesõna **one** tarvitatakse ka varem esinenud nimisõna kordamise vältimiseks:

This book is more interesting than the **one** we read last week. (See raamat on huvitavam kui see, mida me lugesime möödunud nädalal.)

This pencil is longer than the **one** on the left. (See pliiats on pikem kui see, mis on vasakul.)

Märkus. Asesõna **one** ei tarvitata omastavas käändes oleva nimisõna järel:

My pen isn't very good. **Kate's** is much better.

(Muu sulepea pole eriti hea. Kate'i oma on palju parem.)

4. OMADUSSONA (THE ADJECTIVE)

Omadussõna on sõnaliik, mis tähistab mingi olendi, eseme või nähtuse tunnust või omadust.

Omadussõnad jagunevad liht-, tuletatud ja liitomadussõnadeks.

Liitomadussõnad on sellised omadussõnad, mille koostises ei ole ees- ega järelliiteid, näit. **red, short, good, great, little**.

Tuletatud omadussõnad on sellised omadussõnad, mille koostises saab eraldada ees- ja järelliiteid, näit. **unhappy** (õnnetu), **irregular, beautiful, rainy** (vihmane).

Litoma dussõnad on sellised omadussõnad, mis on saanud kahe sõna liitmise teel, näit. **dark-blue** (tumesinine), **red-hot** (tulikuum), **well-known** ['wel'noun] (hästi tuntud).

Kõige tüüpilisemad omadussõnade järeliited (sufiksid) on:

- able, -ible: **eatable** (söödav), **comfortable**, **possible**
- al: **formal** (formaalne), **central** (keskne)
- ant, -ent: **important**, **different**
- ary, -ory: **elementary** (elementaarne), **contradictory** (vasturääkiv)
- ful: **useful** (kasulik), **helpful** (abivalmis)
- ic: **patriotic** (patriootiline), **heroic** (kangelaslik)
- ish: **yellowish** (kollakas), **bluish** (sinakas), **childish** (lapselik, lapsik)
- ive: **progressive**, **active**
- less: **useless** (kasutu), **helpless**
- ous: **famous** (kuulus)
- y: **rainy**, **dirty** (määrdunud), **sleepy** (unine)

Kõige enam tarvitatakse omadussõnade eesliited (prefiksid) on:

- un-: **unhappy**, **untrue** (ebaõige)
- in- (im-, il-, ir-): **incorrect** (ebaõige), **impossible** (võimatu), **illegal** (ebaseaduslik), **irregular**.

Inglise keeles on omadussõnal sama vorm ainsuses ja mitmuses, ja see ei käändu:

- This is a **red** rose. (See on **punane** roos.)
- There are **red** roses. (Need on **punased** roosid.)
- They went into a **large** room. (Nad läksid **suurde** tuppa.)
- We came from a **large** room. (Me tulime **suurest** toast.)

Omadussõna inglise keeles muutub ainult võrdlemisel.

Omadussõnade võrdlemine (Comparison of Adjectives)

Omadussõnadel on kolm võrdlusastet: algvõrre (the Positive Degree), keskvõrre (the Comparative Degree) ja ülivõrre (the Superlative Degree).

Omadussõnade kesk- ja ülivõrre moodustatakse kahel viisil:

a) lõppude -er ja -est liitmisega tüvele:

long — longer — (the) longest

b) määrsõnade more ja most lisamisega algvõrde ette:

interesting — more interesting (huvitavam) — (the) most interesting (kõige huvitavam)

1) Kõik ühesilbilised omadussõnad moodustavad võrdlusastmed sufiksile -er ja -est abil:

dark — darker — (the) darkest
cold — colder — (the) coldest

Märkus 1. Kui lõppkonsonandi ees on lühike vokaal, kahekordistub lõppkonsonant -er ja -est ees:

hot — hotter — (the) hottest
big — bigger — (the) biggest

Märkus 2. Kui omadussõna lõpeb y-ga, mille ees on konsonant, muutub y sufiksile -er, -est ees i-ks:

dry [drai] (kuiv) — drier ['draiə(r)] — (the) driest ['draiist]
merry — merrier — (the) merriest

Agas: gay — gayer — (the) gayest [y ees on täishäälik]

Märkus 3. Tumm e omadussõnade lõpus kaob sufiksile -er, -est

fine — finer — (the) finest
late — later — (the) latest

Märkus 4. ng-lõpulistel omadussõnadel muutub g kuuldavaks lõppude -er ja -est ees:

long [lɒŋ] — longer ['lɒŋgə(r)] — (the) longest ['lɒŋgɪst]

2) Kahesilbilised omadussõnad, kui nende rõhk asetseb teisel silbil ja nad ei lõpe konsonantühendiga [ks], [kt], [pt], moodustavad võrdlusastmed sufiksile -er ja -est abil:

polite [pə'laɪt] (viisakas) — politer — (the) politest
sincere [sɪn'siə] (siiras) — sincerer — (the) sincerest

Agas: correct [kə'rekt] — more correct — (the) most correct

3) Kahesilbilised omadussõnad, kui nende rõhk asetseb esimesel silbil ja nad lõpevad y-, el-, le-, er- ja ow-ga, moodustavad kesk- ja ülivõrde sufiksile -er ja -est abil:

happy — happier — (the) happiest
lazy ['leɪzi] (laisk) — lazier — (the) laziest
cruel ['kruəl] (julm) — crueller — (the) cruellest
simple ['sɪpl] (lihtne) — simpler — (the) simplest
narrow ['næroʊ] (kitsas) — narrower — (the) narrowest

Agas: useful — more useful — (the) most useful
nervous ['nɜ:vəs] (närvieline) — more nervous — (the) most nervous

4) Kolme- ja enamasilbilised omadussõnad moodustavad võrdlusastmed määrsõnade **more** ja **most** abil:

beautiful — **more** beautiful — (the) **most** beautiful
comfortable — **more** comfortable — (the) **most** comfortable

Vähendavad võrdlusastmed moodustatakse määrsõnade **less** ja **least** lisamisega algvõrde ette:

This book is **less** interesting than that. (See raamat ei ole nii huvitav kui too.) This was **the least** expected news. (See oli kõige vähem oodatud uudis.)

Kahe isiku, eseme või nähtuse võrdlemisel tarvitatakse keskvõrde puhul omadussõna järel sidesõna **than** tähenduses 'kui':

He is younger **than** I. (Tema on noorem kui mina.)

Ülivõrde puhul tarvitatakse omadussõna ees määravat artiklit. Artikli asemel võib esineda ka omastav asesõna või nimisõna omastavas käändes:

the youngest brother
my youngest brother
Ben's youngest brother

Alakorrapäraseid võrdlusastmed (Irregular Degrees of Comparison)

Järgmiste omadussõnade võrdlusastmed moodustatakse eri tüvedest:

| Algvõrre Positive Degree | Keskvõrre Comparative Degree | Ülivõrre Superlative Degree |
|--------------------------------|------------------------------------|-----------------------------------|
| good (hea) | better { (parem) | best { (parim) |
| well (terve) | { (tervem) | { (terveim) |
| bad (halb) | worse { (halvem) | worst { (halvim) |
| ill (haige) | { (haigem) | { (haigeim) |
| little { (vähe) | less (vähem) | least (vähim) |
| { (väike) | smaller (väiksem) | smallest (väikseim) |
| much (palju) (ains.) | { more (enam, | { most (kõige enam, |
| many (palju) (mitm.) | { rohkem) | { kõige rohkem) |

EXERCISE 1

Fill in c, ck or k.

ba—, o'—do—, be—ause, —ind, cir—le, li—e, too—, —up, musi—, lub, le—ture.

EXERCISE 2

Find pairs of antonyms.

Unhappy, correct, small, worse, difficult, sad, cold, ill, impossible, cool, short, warm, important, kind, merry, well, true, best, unimportant, easy, large, long, incorrect, untrue, happy, worst, possible, better.

EXERCISE 3

Form the degrees of comparison from the following adjectives (Moodustage võrdlusastmed järgnevaist omadussõnadest).

Comfortable, beautiful, important, difficult, dirty, easy, dry, fine, great, mild, much, little, good.

EXERCISE 4

a) Form adjectives from the nouns sun, rain, fog, trick, sleep

Model: sun — sunny

b) Fill in the blanks with adjectives.

- The sun was shining brightly, so it was a ... afternoon.
- Last summer we had very much rain, it was a very ... summer.
- They say that the weather in England is often bad, it is ... and
- The merry young men wanted to play a trick on the Irishman, they were
- It was already ten o'clock and the children felt

EXERCISE 5

Translate into English, using

a) the negative suffix -less

kodutu mees — a homeless man
abitu loom — ...

lattu polss — ...
 apradeta tütarlaps — ...
 ematu laps — ...

b) the suffix -ful

poollased — a handful of snow
 kuu täis pirne — ...
 tühikutsu suppi — ...
 kuu täis õlut — ...
 kuu täis tikke — ...
 kuu täis kingitusi — ...

EXERCISE 6

Rewrite as in the model.

Model. These are my books.
 These books are mine.

1. This is your map.
 That is her ticket for the opera.
 Those are not my children.
 Are these her pencils?
 This is his typewriter.
 That is their house.
 This is my dark-blue dress.

EXERCISE 7

Use the where necessary.

1. ... Asia is ... largest continent. 2. Which is ... smallest? 3. There are many islands in ... Pacific and ... Atlantic Oceans. 4. ... Italy has ... best climate in ... Europe. 5. ... Volga is ... longest river in Europe. 6. ... British Isles are in ... north-west of ... Europe. 7. ... highest summit in ... Scotland is ... Ben Nevis. 8. ... England is ... oldest capitalist country in the world. 9. ... capital of ... Estonian Soviet Socialist Republic is ... Tallinn. 10. ... Pärnu River is ... longest river in ... Estonian S.S.R. 11. ... Tartu lies on both banks of ... Ema

EXERCISE 8

Fill in the adverbs always, usually, often, never, just, already, soon.

- | | |
|--|---------|
| 1. Helen goes to the library in the afternoon. | always |
| 2. She buys meat at that shop. | usually |
| 3. In winter it will snow. | often |
| 4. She has been to the mountains. | never |
| 5. Linda has bought a new dictionary (sõnaraamatu). | just |
| 6. She has found her notebook. | already |
| 7. Our students will stage a play at the students' club. | soon |

EXERCISE 9

Change from direct into indirect speech.

- The teacher says, "The Gulf Stream washes the western coast of England."
- Ann says, "I don't like fogs."
- Helen says, "The climate of England is milder than ours."
- Father says, "There was very little snow in winter."
- Mother says, "I shall go to the mountains in summer."
- Ann says to Helen, "Mother will take me to the mountains in summer."
- Helen says to Ann, "I shall go to Moscow in July."
- Tom says to Henry, "I have never seen the ocean."
- Henry says to Tom, "I have seen the ocean only in films."

EXERCISE 10

Answer the following questions.

- What can we see on the map?
- Which is the largest continent?
- Which is the hottest continent?
- Where is America?
- Where are the British Isles?
- How many countries are there in Great Britain?
- Where does Scotland lie?
- What is to the east of Britain?
- What lies between England and Ireland?
- What is the climate of England like?
- What is the summer like? (the winter)
- What do you know about the rivers of England?
- Which is the highest summit of Great Britain?
- Where do most of the people of Great Britain live?
- What is London?
- What is the capital of the Soviet Union?

EXERCISE 11

Translate into Estonian.

A DIALOGUE

Dick. Which is the longest word in the English language?

Harry. I don't know. Do you?

Dick. Yes, I do.

Harry. Well what is it?

Dick. Smiles.

Harry. That isn't very long. Only six letters.

Dick. Ah, but there's a mile between the first and the last letters.

Harry. Which word is shorter if you put another syllable on the end?

Dick. Oh, there's no answer to that question. You can't make a word shorter by putting a syllable on the end.

Harry. Oh, yes, you can. It's the word **short**. If you put the syllable -er on the end, it's shorter.

there's — there is

15 LESSON FIFTEEN COMRADE A'S FIRST IMPRESSIONS OF LONDON

Comrade A. is a teacher of English. She teaches at the Moscow Institute of Foreign Languages. In summer she went to England with a group of tourists. I met her at a concert the other day. This is what she told me on our way home.

"To see London was always my greatest wish.

People often say that the weather in London is always bad, worse than elsewhere, that London has fog or rain or both every day of the year. But it was not so during our stay there. Most of the days were fine and warm. There were no clouds in the sky. The sun was bright, and London looked beautiful. We stayed at a hotel near the British Museum and the University of London. The window of my room faced the street. Through that window I could see people and endless lines of cars, motor-cars and taxis. The English buses are different from ours. They are much higher, as they are **double-deckers** and have seats on top as well. Besides, they are red, **fearfully** red. The best way to see London is from the top of a bus.

The street **traffic** is very heavy: it is much heavier than that in

Moscow. The English policemen are active men, always polite and always ready to help anyone as much as they can.

In some parts of London the streets look very much **alike**, as the houses are the same in **style** and **colour**. That is why one must be very **attentive** because one may easily get into the **wrong** street or into the wrong house. The houses are not very big, most of them are two-storied buildings with as many **front-doors** and as many little gardens as there are families in the house.

Sometimes the doors of the same house are of different colour."

Comrade A. looked at the street clock.

"Oh, is it as late as that?" she said. "I'll have to be at the Institute at nine tomorrow. I'll come and see you on Sunday and tell you more about my stay in London."

I thanked Comrade A. and went home.

NOTES TO THE TEXT

that is what she told me ta jutustas mulle järgmist
every day of the year iga päev aasta ringi
London looked beautiful London oli ilus, London näis ilusana
we stayed at a hotel me peatusime hotellis
the British Museum Briti Muuseum (kuulus muuseum ja raamatukogu Londonis)
the window of my room faced a street minu toa aken oli tänava poole
from ours meie omadest
it is much heavier than that in Moscow see on palju tihedam kui Moskvas
look very much alike on väga sarnased
the same in style and colour stiililt ja värvitoonilt ühesugused
that is why sellepärast, seetõttu
one may võib

FOR STUDY

TABLE No. 7

| | | |
|-----------------------------|-----------------------------|--|
| I, we, you he, she, they | cannot can't | read all English books play the piano find good seats stage a play sing well |
| Can | I, we, you he, she, they | |
| I, we, you he, she, they | must must not mustn't | go there read much come before dinner meet these people enter the room |
| Must | I, we, you he, she, they | |

IRREGULAR VERB.

to teach (õpetama) — taught [tɔ:t] — taught [tɔ:t]

READING EXERCISE

[g]

The guests [gests] said good-bye to the girls at the gate.
[o] or [n]

sung — sun sing — sin gong — gone
thing — thin king — kin

GRAMMAR.

KÜSILAUSED KAUDSES KÖNES (QUESTIONS IN INDIRECT SPEECH)

- 1) Otsese kõne muutmisel kaudseks kõneks küsilauses asendatakse küsilause tegusõna say tegusõnaga ask.
Ann says to Helen, "Where are you going?"
Ann asks Helen where she is going.
- 2) Kaudses küsimuses on sõnade järjekord sama, mis jutustavas lauses, s. t. alus eelneb õeldisele.
Ann says to Helen, "What does Aino say about it?"
Ann asks Helen what Aino says about it.
- 3) Iriküsimuse muutmisel kaudseks küsimuseks jääb sidesõnaks küsiv sõna, millega otsene küsimus algas.
Ann says to Helen, "What are you reading now?"
Ann asks Helen what she is reading now.
- 4) Üldküsimuse muutmisel kaudseks küsimuseks kasutatakse sidesõna if või whether (kas).
Ann says to Helen, "Do you read much?"
(Ann küüb Helenile: "Kas sa loed palju?")
Ann asks Helen if she reads much.
(Ann küsib Helenilt, kas ta loeb palju.)
Ann asks Helen whether she reads much.
(Ann küsib Helenilt, kas ta loeb palju.)
- 5) Sõnitselauseid ei eraldata inglise keeles komaga.
Ann says that she knows her address.
Ann asks her mother what the time was.
Ann asks her mother if she wants some coffee.

EXERCISE 1

Change from direct to indirect speech.

1. She says to me, "What do you study?"
Ann says to Tom, "Where is your map?"
Helen says to her friend, "What is London like?"
The teacher, "Where must I go?"
My friend says, "When can you come out?"
He says to his sister, "What are you writing?"
He says to Aino, "When did the letter come?"

EXERCISE 2

Change from direct to indirect speech.

Model. Henry says to Thomas, "Do you like the theatre?"
Henry asks Thomas whether (if) he likes the theatre.

1. Bob says to his friend, "Did you work at the library on Friday?"
2. Tom says to Thomas, "Did you find all the new words in your dictionary?"
3. Ann says to Aime, "Do you like to study?"
4. Elmar says to John, "Did you meet her at the bus-stop?"
5. I say to Mother, "Did you buy any fruit?"
6. He says to me, "Do you take music lessons?"
7. Ann says to Kate, "Did you go to school by bus?"

EXERCISE 3

Put the sentences.

1. I ask her where she teaches. She says that ...
2. I want to know with whom she went to England. She says that ...
3. When the teacher says that she was in London her friend asks her what ...
4. When I ask her what the weather was like she says that ...
5. I ask her why one must be very attentive in some streets of London. She answers that ...
6. When we part after the concert she says that ...

5 EXERCISE 4

Change from the Present to the Past.

Model. He **can** sing well.
He **could** sing well.

1. We can take a walk after dinner. 2. Tom cannot go out to play because it is raining. 3. I must write some letters. 4. They can go to the library together. 5. I must go home soon. 6. Can you really play the piano? 7. I have to buy some cheese. 8. He has to work much.

EXERCISE 5

Fill in the blanks with the correct forms of the verbs look and see.

1. I ... out of the window, but it was dark, so I ... nothing. 2. ... at this picture. How many men can you ... in the picture? 3. Come and ... the afternoon. 4. Helen is ... for an interesting book to read. 5. ... at the little girl, she is helping her mother to lay the table.

EXERCISE 6

Much, many, little, few

Choose the right word.

1. There is ... snow in winter. (much, many)
2. He has read ... English books this year. (little, few)
3. There are not ... performances I have enjoyed so much. (much, many)
4. We have ... time, let's go in and take our seats. (little, few)
5. There was so ... rain this spring. (little, few)
6. There are ... people who change their minds. (little, few)
7. There are ... rivers in England but they are not long. (much, many)

EXERCISE 7

Answer the questions.

Model: May I leave the room? a) Yes, you may.
b) No, you mustn't.

1. May I read the exercise? 2. May I shut the door? 3. May I take a walk before dinner? 4. May I have another cup of coffee? 5. May I help you? 6. May I go out? 7. May I buy some fruit? 8. May I take your pen for a moment? 9. May I ask you a question? 10. May we go home?

EXERCISE 8

Translate into English.

Use must and may.

1. Ma pean kirjutama kaks harjutust. 2. Kas ma pean selle harjutuse ka kirjutama? 3. Kas ma tohin akna avada? Jah, tohid. 4. Kas ma võin tule põlema panna? 5. Lapsed peavad kell kümme magama minema. 6. Kas me võime täna kinno minna? Jah võite. 7. Hakkab pimenema, ma pean tule põlema panema. 8. Ma pean ostma leiba (*some bread*). 9. Ta võib nüüd sisse tulla.

EXERCISE 9

Answer the questions.

1. What is Comrade A.? 2. With whom did she go to England? 3. What was the weather like during their stay in London? 4. Did they stay at a hotel? 5. What did the window of her room face? 6. What could she see through that window? 7. What are the English buses like? 8. What colour are the buses? 9. Which is the best way to see London? 10. What is its street traffic like? 11. Why is it that you may easily get into a wrong street in London? 12. How many front-doors have the houses? 13. What are your impressions of the biggest town you have visited?

EXERCISE 10

Translate into Estonian making use of the dictionary.

III. AMERICAN TOURIST IN ENGLAND

An American tourist came to London. He hired a guide to show him the city.

"How long did it take to build this house?" he asked his guide as they passed a large hotel building.

"Why, about six months."

"Six months!" exclaimed the American. "Why, it wouldn't take us more than six weeks to put up a building like that in New York."

They passed an office building which was quite new.

"And how long did it take to build that?"

"About four weeks," answered the guide.

"Four weeks!" said the American. "In New York we'd build a place like that in four days."

Nothing more was said until they approached the Houses of Parliament.

"Well, that's not a bad-looking place. How long did it take to build it?"

"Well, you may not believe me," answered the guide, "but that building wasn't there when I crossed the bridge last night."

How long did it take you to build this house? Kui palju aega teil kulus niisuguse maja ehitamiseks?

It wouldn't [wudnt] take us more than meil poleks see rohkem aega võtnud kui...
we'd — we would
the Houses of Parliament (Inglise) parlamendihoone
that's not a bad-looking place see on päris ilus hoone

16 LESSON SIXTEEN A FISH STORY

Once a group of tourists who were staying at a hotel in Birmingham were having dinner in the restaurant. While they were eating fish, some told interesting stories about finding pearls and other valuable things inside fish.

An old gentleman, who up to now had listened quietly to their conversation, at last said:

"I've heard all your stories, and now I'll tell you one. When I was a young man I was employed in a large importing house in New York, as is usual with young persons, I fell in love with a pretty young woman. Very soon we were engaged. About two months before our marriage was to take place, I had to go to Birmingham on very important business. I left my sweetheart, promising to write to her.

I stayed in Birmingham longer than I had expected. At last my work was done, and I could leave Birmingham. But just before I left for home, I bought a beautiful and very expensive diamond ring, intending to give it to my sweetheart.

On my way to New York, I was looking through a morning newspaper. Suddenly I saw an announcement of my sweetheart's marriage to another. This made me so angry that I threw the ring overboard. A few days later I was dining at a hotel in New York. The waiter brought

some fish. While I was eating it, I bit on something hard. What do you think it was?"

"The diamond ring," cried his companions. "No," said the old gentleman sadly, "it was a fish-bone."

NOTES TO THE TEXT

up to now siiani, senini

I was employed mind võeti tööle; ma töötasin

house firma, (suur) äriettevõtte

as is usual with young persons nagu see on noorte inimeste juures tavaline

to fall in love with (kellessegi) armuma, (kedagi) armastama hakkama

to take place aset leidma, toimuma

Birmingham ['bɜːmɪŋəm]

on business äriasjus

before I left for home enne koduteele asumist

FOR STUDY

TABLE No. 8

| | | | |
|------------------------|------------------------|---|--|
| I you we they | have | done it taken it seen it been there come gone | now already today this week this month |
| he (she) | has | spoken to him told him about it kept it here begun it finished it | |
| have | I you we they | | |
| has | he (she) | | |

TABLE No. 9

Form as many sentences as you can. Find out when to use the Past Continuous.

| | | | | |
|-------------------|-----------------|--|---------------------|---|
| I he she | was wasn't | doing it taking it coming going | | you came in he came you saw me you spoke to me |
| we you they | were weren't | speaking to him helping him learning it answering the letter buying one opening the door shutting the window | when while as | he went out they brought it you went in he went away your letter came you met me her brother came your sister saw me |

IRREGULAR VERBS

to eat (sööma) — ate [et] — eaten ['i:tn]
to throw [θrou] (viskama) — threw [θru:] — thrown [θroun]
to bite [bait] (hammustama) — bit — bitten ['bitn]

READING EXERCISE

| | | | |
|---|------------|------------------------|-----------|
| I | "hele" [l] | sõna ja silbi algul | clear 'l' |
| | "tume" [l] | sõna ja silbi lõpul | dark 'l' |

Märkus. "Hele" [l] esineb sõnas wili, kui talle järgnev sõna algab vokaaliga või konsonandiga [j].

1. Little Bill lives at a hotel near a library.
2. We like playing ball in the interval.
3. All is well that ends well.
4. Will you really leave us?

GRAMMAR

VERB MITTEPÖÖRDELISED VORMID (NON-FINITE FORMS OF THE VERB)

Inglise verbil on kolm mittepöördelist vormi: infinitiiv, partitiiv ja gerundium.

1. Verbi mittepöördelistel vormidel on niihästi verbi kui ka mõne teise sõnaliigi tunnused.

Infinitiivil ja gerundiumil on nii verbi kui ka nimisõna tunnused. Infinitiiv ja gerundium võivad olla lauses aluseks või sihiti- (nimisõnaline funktsioon) või kuuluda liitöeldise koosseisu (verbaalne funktsioon).

To see London was always my greatest wish [alus].

He did not want to come with us [sihitis].

We shall go there at once [liitöeldise osa].

Swimming is not allowed here [alus]. (Ujumine pole siin lubatud.)

He stopped writing [liitöeldise osa]. (Ta lõpetas kirjutamise.)

Partitsiibil (kesksõnal) on verbi ja omadussõna, mõnikord verbi ja määrsõna tunnused. Partitsiip võib olla lauses täiendiks, öeldistäiteks või määruks (omadussõnaline ja määrsõnaline funktsioon) või kuuluda liitöeldise koosseisu (verbaalne funktsioon).

He watched the rising sun [täiend].

The glass is broken [öeldistäide].

When going home, I met my friend [ajamäärus].

The books are still lying on the table [liitöeldise osa].

2. Verbi mittepöördelised vormid väljendavad aega suhteliselt s. o. muutuvad kas mittepöördelise vormiga tähistatav tegevus toimub kindlal ajal või enne verbi pöördelise vormiga tähistatud tegevust. Sihiti- või liitöeldise vormi ajavormist võib verbi mittepöördeline vorm väljuda olevikule, minevikule või tulevikule:

Opening the door, one can look out on the terrace [olevik].

(Avades ukse, võib vaadata välja terrassile.)

Opening the door, he went out on the terrace [minevik].

(Avanud ukse, läks ta välja terrassile.)

Opening the door, you will come out on to the terrace [tulevik].

(Kui sa avad ukse, pääsed sa välja terrassile.)

3. Infinitiiv ja partitsiip koos abiverbidega aitavad moodustada verbi liitöeldise.

Infinitiiv koos abiverbiga to do aitab moodustada üldoleviku ja üldmineviku eitavat ja küsivat vormi; infinitiiv koos abiverbidega shall, will aitab moodustada üldtulevikku:

Does he read much?
I did not know it.
We shall meet these people tomorrow.
He will come soon.

Oleviku partitsiip koos abiverbiga **to be** aitab moodustada kestvaid ajavorme:

Tom **is playing** with Jack.
What were you **talking** about? (Millest te rääkisite?)

Mineviku partitsiip koos abiverbiga **to have** aitab moodustada perfekt ajavorme:
I **have seen** this film.

Mittepöördeliste vormide tõlkimine eesti keelde (Translating the Non-Inflected Forms into Estonian)

Eesti keelde tõlgitakse:

1) Infinitiv — *ma-* ja *da-*tegevusnime ja mõnikord kõrvallause abil:

They **began to study** together. (Nad hakkasid koos õppima.)

He **wants to help** me. (Ta tahab mind aidata.)

I **want you to play** the piano. (Ma tahan, et sa mängiksid klaverit.)

2) oleviku partitsiip — *des-* ja *mas-*vormi või kõrvallause abil. Kui oleviku partitsiip esineb täiendina nimisõna ees, tõlgitakse ta keelde *v-*kesksõna abil:

We **sat working**. (Me istusime, tehes tööd.)

I **found her sitting** at the breakfast table. (Ma leidsin ta istumas hommikuaas.)

There is a letter **announcing** his arrival. (Siin on kiri, mis teatab ta saabumist.)

A **barking dog** let nobody enter. (Haukuv koer ei lasknud kedagi sisse.)

3) mineviku partitsiip — *nud-* ja *tud-*kesksõna või kõrvallause abil:

He **has finished** his composition. (Ta on oma kirjandi lõpetanud.)

My work **is done** for today. (Tänaseks on mu töö tehtud.)

There is some bread and cheese **left over** from breakfast. (Ma sõin leiba ja juustu, mis oli hommikusöögist järele jäänud.)

4) gerundium — teonime, infinitiivi ja kõrvallause abil:

Reading good books **is useful**. (Heade raamatute lugemine on kasulik.)

For a year they **began building** a new school house. (Möödunud aastal alustasid nad uue koolimaja ehitamist. Möödunud aastal hakkasid nad ehitama uut koolimaja.)

He **is fond of talking** about himself. (Ta armastab rääkida iseenesest.)

I **don't like his coming** home so late. (Mulle ei meeldi, et ta nii hilja koju tuleb.)

EXERCISE 1

Change the sentences according to the model.

Model. Harry **has just written** a letter.
Harry **is going to write** a letter.
Harry **is writing** a letter.

- I have just read Harry's letter.
- Ann has just taken her hat and coat off.
- He has just typed a letter.
- They have just sat down.
- What have you just done?
- He has just washed his hands.
- We have just listened to the news (*päevauudised*).

EXERCISE 2

Write questions to which the words in italics are the answers.

- No, Father is not in.
- Yes, Tom is having breakfast.
- He is sitting *at the table*.
- Mr. Winter *is having a smoke*.
- The old man was listening to their conversation.
- Mrs. Black is going to buy *some food*.
- There is *a cup of coffee* on the table.
- The boys are going to *have a rest*.
- Mr. Black has a newspaper in his *left hand*.

EXERCISE 3

Fill in the blanks with participles.

- The tourists were ... fish. (eat)
- The old gentleman said, "I ... all your stories." (hear)
- As a young man he had ... in love with a pretty young girl. (fall)
- He was ... at a hotel in Birmingham. (stop)
- He had ... to write to his sweetheart. (promise)
- He had ... a beautiful ring for her. (buy)
- One day he was ... the morning newspaper. (read)
- He had ... an announcement of his sweetheart's marriage to another. (see)
- He had ... the rug overboard. (throw)
- He has not ... it. (find)

EXERCISE 4

Change to the Present Perfect.

Model. He is going to have a smoke.
He has had a smoke.

1. I am going to leave my motor-car in front of the house.
2. She is going to buy some fruit.
3. Mary is going to lay the table.
4. Ann and Helen are going to walk to the library.
5. Mother is going to read the newspaper.
6. Father is going to work in the garden.
7. We are going to have breakfast.
8. She is going to make coffee.

EXERCISE 5

Fill in the blanks with prepositions where necessary.

1. When we were ... Moscow, we stayed ... a hotel.
2. We dined ... restaurant.
3. They met some ... their friends there.
4. He had to go ... Leningrad ... business.
5. ... a few days later I intended to leave ... home.
6. A friend ... mine wanted to come ... me.
7. We came ... bus.

EXERCISE 6

Translate into English.

1. Töötades aias ma ei näinud, kui isa välja läks.
2. Ta istus laua ees, lugedes ajalehte.
3. Süües kala hammustas ta midagi kõva.
4. Ma hakkasin seda raamatut lugema, kavatsedes ta laupäevaks (by Saturday) lõpetada.
5. Ma läksin välja, lubades kell kaks tagasi tulla.
6. Ta tuli lase meile huvitavaid lugusid oma elust.
7. Ema kuulas meie jutustamist.
8. Ma kirjutasin talle, lootes varsti vastust saada.
9. Pöördudes ümber nurga, nägin oma sõpra samas suunas minemas.

EXERCISE 7

Make up sentences.

1. to, on, go, had, he, business, Moscow.
2. the, them, I, breakfast, door, opening, having, found.
3. to, these, you, pearls, buy, going, are?
4. the, in, of, of, and, big, most, towns, people, cities, live, Great Britain.

EXERCISE 8

Answer the following questions.

1. Where were the tourists staying?
2. What were they eating?
3. What were they talking about?
4. What did the old gentleman do?
5. What did he say at last?
6. Where was he employed as a young man?
7. Whom had he fallen in love with?
8. Why did he have to go to Birmingham?
9. What had he promised his sweetheart when he left her?
10. What did he do before leaving for home?
11. What had he intended to do with this ring?
12. What did he see on his way to New York in a newspaper?
13. What did he do?
14. What happened a few days later?
14. What was this hard thing?

EXERCISE 9

Translate into Estonian.

A DIALOGUE

Mrs. Brown. Oh, Tom, I've lost my ring. I can't find it anywhere.

Mr. Brown. Oh, you're always losing things. When did you see the ring last? Do you remember?

Mrs. Brown. Oh, yes. I took it off my finger when I was washing my hands before dinner. I've looked everywhere for it.

Mr. Brown. Perhaps it went under the bed. Have you looked there?

Mrs. Brown. You know I can't get down on my knees and get under the bed, Tom. Why don't you get down on your knees and look for it?

Mr. Brown. Yes, dear, you are too fat to get under the bed. All right, I'll get down and look under the bed for your ring.

17 LESSON SEVENTEEN
LONDON

To know London is to know the contrasts of a big capitalist city, to know two different worlds within one city, with the different lives they live. "Two nations" — that is what V. I. Lenin called the London contrasts in richness and poverty.

It is said that the best way to see London is from the top of a bus. In this way you can see the main streets and squares, the historical

monuments and the parks of the West End. Theatres, clubs, museums, restaurants, shops and hotels are situated there. You will not find any business firms there. They are all concentrated in the part of London which is called the City. The City occupies only a little more than one square mile but it is the heart of the business life of the country.

The political centre is Whitehall. All the government offices are in this street; at the end of it on the bank of the Thames you can see the Houses of Parliament. Though there is only one building there it is called the Houses because it is divided into two chambers — the House of Commons and the House of Lords.

On the other side of the Houses of Parliament is Westminster Abbey. It is a fine old building founded in 1049. Many great Englishmen such as Darwin, Dickens, Tennyson and Chaucer are buried there.

But you cannot see the life of the working people from the top of a bus. Few rich people enjoying the beautiful buildings of the West End know that a five minutes' walk from almost any point of it will bring them to the slums. Side by side with wide streets like Oxford Street, Regent Street, and others is St. Giles — the heart of the London slums. There you will find quite a different world, a world of poverty, unemployment and disease.

In these slums one can find the worst houses of London. The capitalists who own these houses do not live there themselves. The streets are narrow and dirty, the houses are overcrowded. These are the parts of the city where the poorest of the poor, the workers and the unemployed live.

There are plenty of books describing the most beautiful places of capitalist cities, but it is only in books by progressive writers that you can find the truth about the conditions of the working people in London, New York and other big capitalist cities.

NOTES TO THE TEXT

to say that... räägitakse, et...

in this way niimood.

the West End Londoni läänepoolne osa (jõukama kihi asukoht)

are situated asuvad

is called nimetatakse

the City Londoni kesklinn

one square mile üks ruutmiil

Whitehall ['(h)waɪt'hɔ:l]

the Houses of Parliament (Inglise) parlamendihoone

the House of Commons (Inglise) alamkoda, saadikutekoda

the House of Lords (Inglise) ülemkoda, lordide koda

Westminster Abbey ['wes(t)minstə(r) 'æb.] Inglise kuningate kroonimiskirik, kuhu on

actualised kuulsad inglased

Charles Darwin ['tʃaɪlz 'daɪwɪn] inglise looduseuuri (1809—1882)

Charles Dickens ['dɪkɪnz] inglise kirjanik (1812—1870)

Alfred Tennyson ['ælfɪd 'tenɪsn] inglise luuletaja (1809—1892)

Geoffrey Chaucer ['dʒeɪfri 'tʃɔ:sə] inglise luuletaja (u. 1340—1400)

side by side kõrvalt

Oxford Street ['ɒksfəd stri:t]

Regent Street ['rɪdʒ(ə)nt stri:t]

St. Giles [s(ə)n(t) 'dʒaɪlz]

but it is only in books by progressive writers that you can find... kuid ainult progressiivsete kirjanike teostest võib leida...

FOR STUDY

TABLE No. 10

Form 20 sentences that make sense (Moodustage 20 lauset, millel on mõte).

| | | |
|--------------------|------------|----------------|
| he'll see me | if | I do it |
| he won't see me | when | I take it |
| he can't see me | till | I go to London |
| he'll come here | until | I begin it |
| he won't come here | before | I finish it |
| | because | I tell him |
| | as soon as | I stay |
| | since | I put it here |
| | | I give you one |
| | | I ask for it |
| | | I go |

READING EXERCISE

I

Clear [l]

leave, live, will you

London, lord, lot

early, English, England

black, language, look

II

Dark [ɫ]

child, girl, building

ball, bell, pale

shall, doll, cold

GRAMMAR

1. MÄÄRAVA ARTIKLI TARVITAMINE MÕNINGATEL ERIJUHTUDEL (THE USE OF THE DEFINITE ARTICLE IN SOME SPECIAL CASES)

Määravat artiklit kasutatakse:

1) ilmakaarte nimetuste ees:

Scotland lies to the north of England.

2) laevade, lennukite, ajalehtede, ajakirjade jms. nimede ees:

The "Lenin" is the first atomic ice-breaker.
I read about it in the "Morning Star".

Märkus. Mitteingliseelsete perioodiliste väljaannete nimede ees artiklit ei kasutata:

I saw the announcement in Pravda.

3) organisatsioonide, asutuste ja ettevõtete nimede ees:

The Communist Party, the Lenin Library, the British Museum, the Tallinn Polytechnical Institute.

Märkus. Ülikoolide nimetusi kasutatakse enamasti ilma artiklita:
Now he is a student at Oxford University.

4) nimisõna tähenduses kasutatavate omadussõnade ja partitsiipide

Slums are the parts of the city where the poor and the unemployed live.

5) perekonnanimede ees mitmuses, kui mõeldakse tervet perekonda:
The Ivanovs went to Moscow.

6) rahvuste nimetuste ees, kui mõeldakse tervet rahvast:

The Russians are a very hospitable people. (Venelased on väga külalis-
like rahvas.)

2. ARTIKLI PUUDUMINE (ABSENCE OF THE ARTICLE)

Artiklit ei kasutata:

1) isikute, linnade, maade nimede ees (välja arvatud erijuhud):
Tom is a schoolboy. Tallinn is the capital of Estonia.

2) tänavate, väljakute ja parkide nimede ees:

There are many big shops in Oxford Street. Trafalgar Square is not very
far from St. Giles — the heart of the London slums.

Mõnede linnaosade, tänavate jne. nimesid kasutatakse erandlikult määrava artikliga:

the City, the West End, the High Street, the Red Square [viimane mõnikord ka ilma artiklita].

3) üldnimede ees mitmuses, kui ainsuses esineb nende ees umbmäärane artikkel:

Children like toys. (Lapsed armastavad mänguasju.)

4) ütte ees:

Come here, boy!

5) ainenimede ees:

We cannot live without water. (Me ei saa elada ilma veeta.)

Märkus. Piiritleva täiendi puhul tarvitatakse ainenimede ees määravat artiklit:

The water in this glass is hot.

6) loendamatute abstraktsete nimisõnade ees:

I like music.

Agas: The music by Chopin I like most of all.

7) aastaaegade, kuude ning nädalapäevade nimetuste ees:

It is hot in summer. School begins in September. I shall be back on Monday.

Agas: The summer of 1974 was cold and rainy. The May of 1975 was very warm.

Märkus. Artiklit ei kasutata, kui nimisõna ees tarvitatakse omadussõnu last (moõdunud) ja next (järgmine):

I saw her last Monday. The conference will take place next autumn. (Konverents toimub järgmisel sügisel.)

8) söögiaegade nimetuste ees:

Dinner is ready.

Agas: The dinner is very good here. We had a very good dinner yesterday.

3. OLEVIKU TARVITAMINE AJA- JA TINGIMUSMÄÄRUSLAUSEIS

Olevikku tarvitatakse tuleviku asemel aja- ja tingimusmääruslauses, mis algavad sidesõnadega when, before, after, as soon as (niipea kui), while (sel ajal kui, kuna), till, until, if, in case (juhul kui), suppose (oletades et):

7 We shall wait until she comes. (Me ootame, kuni ta tuleb.) As soon as she comes, we shall start working. (Niipea kui ta tuleb, hakkame tööle.) If it does not rain, we shall go for a walk tomorrow. (Kui ei saja, läheme homme jalutama.)

EXERCISE 1

Translate into English. Give the three principal forms.

Model. nägema — to see, saw, seen

ostma, saatma, teadma, ütlema, valima, leidma, õpetama, sööma, lugema, muutama.

EXERCISE 2

Use the Present Indefinite or the Future Indefinite.

1. If it ... fine, we ... for a walk tomorrow. (be, go) 2. We ... dinner as soon as father ... home. (have, come) 3. I ... the book before he ... have it back. (finish, want) 4. They ... to the theatre if they ... tickets. (go, get) 5. If you ... the letter now, he ... it tomorrow. (send, write) 6. I ... to the library when I ... my day off. (go, have) 7. I ... him when I ... him. (tell, see) 8. As soon as I ... my essay I ... to the library. (finish, go)

EXERCISE 3

Fill in the blanks with the Comparative or Superlative.

1. Tom is ... pupil in his class.
2. Ann's essay was ... than Helen's.
3. The weather is cold. Put on a ... coat.
4. Last Wednesday was ... day in April.
5. The weather was ... in the morning than it is now.
6. London slums consist of ... houses.
7. The best way to see London is from the top of a bus.
8. The street traffic in London is much ... than that in Moscow.

good
good
warm
warm
bad
bad
good
heavy

EXERCISE 4

Supply the articles where necessary.

1. ... Houses of Parliament are situated on ... bank of ... Thames.
2. The building is called ... Houses because it is divided into two chambers — ... House of ... Commons and ... House of ... Lords.
3. On ... other side of ... Houses of ... Parliament is ... Westminster Abbey.
4. ... most beautiful buildings are situated in ... West End.
5. ... political centre is ... Whitehall.
6. ... finest parks are on ... left hand of ... Thames.
7. On ... Sunday afternoons there are very many people in ... Hyde Park.

EXERCISE 5

Finish the sentences.

1. It is said that 2. If you are not busy 3. I know that
4. V. I. Lenin called the London contrasts 5. On my way home I
6. The streets in the slums are 7. St. Giles is

EXERCISE 6

Form nouns to the following verbs.

Model. work — worker

teach, play, sing, help, found, write, speak, smoke, build, employ.

EXERCISE 7

Find pairs of antonyms.

on, poverty, big, less, begin, better, poor, off, new, finish, broad, worse, much, few, richness, many, small, easy, narrow, more, little, old, difficult, rich.

EXERCISE 8

Put into Indirect Speech.

Model. He asks me, "Are you fond of music?"
He asks me whether I am fond of music.

1. She asks him, "Are you going home by bus?"
2. He asks her, "Are there any business firms in the West End?"

3. I ask him, "Have you been to London?"
4. The teacher asks the boys, "Are many great Englishmen buried in Westminster Abbey?"
5. He asks us, "Can you see the life of the working people from the top of a bus?"
6. You ask me, "What do progressive writers write about the conditions of the working people in London?"

EXERCISE 9.

Fill in the blanks with the Present or Past Participle.

reading, read

1. The students ... at that table will soon leave the reading-room.
I want to write down the names of all the books ... during the first term.

writing, written

2. A letter ... in pencil is sometimes difficult to read.
The girl ... the exercise on the blackboard is Mary.

building, built

3. The men ... that house are all good workers.
All the new houses ... in our town are comfortable to live in.

expecting, expected

4. The long ... letter came at last.
He went to the cinema ... to see something interesting.

EXERCISE 10

Translate into English.

1. Ta saurim soov oli astuda (to enter) Moskva ülikooli. 2. Ta läks Moskvasse ühe turistide grupiga. 3. Igal pool võis ta näha lõbusaid hoonesid. 4. Moskva väljakul ja parkides on palju ilusaid ajaloolisi ehitismärke. 5. Seal on palju teatreid ja muuseume. 6. Punane väljak on Moskva südames. 7. Moskvas pole rämpseid tänavaid. (There are no ...).

EXERCISE 11

Answer the following questions

1. Which are the two different worlds in London? 2. Which is the best way to see London? 3. What can you see in this way? 4. What is situated in the West End? 5. What is the centre of London called? 6. What centre is Whitehall? 7. Why is the seat of the British Government called the Houses though there is only one building there? 8. Who are buried in Westminster Abbey? 9. How far are the slums from the West End? 10. What will you find in St. Giles? 11. What do the slums consist of? 12. Where can you find the truth about the conditions of the working people in London?

EXERCISE 12

Translate into Estonian.

HE UNDERSTOOD!

Two Americans were travelling in Spain. One morning they came into a little restaurant for lunch. They did not know Spanish, and the waiter did not know English. They wanted him to understand that they wanted some milk and sandwiches.

At first they pronounced the word 'milk' many times. Then they spelled it. But the waiter could not understand them.

At last one of them took a piece of paper and began to draw a cow. He was finishing his drawing, when the waiter looked at it and ran out of the restaurant.

"You see," said one of the travellers, "what a pencil can do for a man who has difficulties in a foreign country?"

The waiter was back again some time after, but he brought no milk. He put down in front of the two men two tickets for a bullfight!

They wanted him to understand nad tahtsid talle selgeks teha who has difficulties in a foreign country kellel on välismaal (keetelist) raskusi some time after mõne aja pärast

"This is Mayakovsky Square, isn't it?" asks a visitor from England. "Isn't that his statue over there?"

"Yes, it is. Now we have reached Gorky Street. This is one of the busiest crossings. But cars no longer line up at the crossing to wait for the green light. Now they pass through a tunnel that goes under it."

"What are these buildings over there?"

"The one at the corner is the Tchaikovsky Concert Hall. The building next to it is the Operetta. This building is the Peking Hotel. There is the 'Moskva' cinema over there and the Puppet Theatre is further away on the other side of the square."

"Let's go down Gorky Street."

Gorky Street is one of the busiest streets and shopping centres in Moscow. It goes down to the Red Square. Traffic is very heavy and one has to watch the traffic lights and to be very careful when crossing the street. There are shops on both sides of the street, book shops, florists', sports-shops, department stores, grocers', and so on. There are also hotels, restaurants, cafés, theatres and cinemas.

Here is Pushkin Square with a beautiful statue of Pushkin. Over there you can see the 'Russia' cinema, which has just been built. It is one of the biggest cinemas in Moscow.

The street is lined with lime trees. They make the air fresher. The red building over there is the Moscow City Soviet. Opposite it see a monument to the founder of Moscow, Yuri Dolgoruki.

"What is that large brick building, facing the square?"

"It's the History Museum and beyond it is the Red Square."

"Let's go to the Red Square now."

At the Red Square. "So here I am at last, on the Red Square which I have always wanted to see. And there is the Lenin Mausoleum. We must go there." The two walk across the square to the Lenin Mausoleum.

"I love those old Kremlin walls and towers with the red stars and that big clock that chimes out the quarter hours," says Sergei. "Those old walls and the new stars speak to us of history, of the historic changes that have taken place."

"It must be wonderful to watch the demonstrations from those stands."

"It is. And I hope you will come to Moscow again next autumn and will be here on November 7, the day of the Great October Socialist Revolution."

NOTES TO THE TEXT

this is Mayakovsky Square, isn't it? see on Majakovski väljak, eks ole?
one of the busiest crossings üks kõige liiklusrohkemaid ristmikke

no longer enam ei

over there seal (eemal)

at the corner nurga peal

the Tchaikovsky Concert Hall Tšaikovski-nimeline Kontserdisaal

Operetta [opə'retə] opereliteater

Peking [pi'kin]

the Puppet Theatre Nukuteater

further away seal kaugemal

on the other side teisel pool

shopping centre ostukeskus

(the) Red Square Punane väljak

one has to watch peab jälgima, tuleb jälgida

on both sides mõlemal pool

and so on ja nii edasi

which has just been built mis on just äsja ehitatud

the Moscow City Soviet Moskva linnanõukogu

chimes out the quarter hours lööb veerandtunde

on November 7 lugege: on the seventh of November

the Great October Socialist Revolution [dʒə'greɪt ək'təʊbə 'soʊʃəlɪst revə'ljuːʃ(ə)n]

Suur Sotsialistlik Oktoobrirevolutsioon

FOR STUDY

TABLE No. 11

| | | | |
|-------------|-----------|----------|-----------------|
| he says | (that) it | is | very early |
| he tells me | " | was | very late |
| he thinks | " | will be | easy |
| he knows | " | isn't | open |
| I say | " | wasn't | shut |
| I know | " | won't be | normal |
| | | looks | quite different |
| | | looked | the same thing |
| | | must be | |
| | | can't be | |
| | | may be | |

| | | | |
|---|-----------|---|--|
| he said he told me he thought he knew I said I knew I didn't know | (that) it | was had been would be wasn't hadn't been wouldn't be looked would look had to be couldn't be might be | very early very late easy open shut normal quite different the same thing |
|---|-----------|---|--|

READING EXERCISE

[h].

Harry hurried home with a heavy heart.
Harry held his hat in his hand.
Harry had a house of his own [oun].

GRAMMAR

AEGADE JARJESTUS (SEQUENCE OF TENSES)

Inglise keeles sõltub kõrvallause verbi aeg pealause verbi ajast.

1) Kui pealause verb on üldolevikus, täisminevikus või üldtulevikus, võib kõrvallauses esineda ükskõik milline aeg, vastavalt lause mõttele:

He says that he is a student.
He says that he **will be** a second-year student next year.
I have heard that he **is** ill.
I have heard that he **has been** ill for a month.
He will certainly say that he **does not like** it. (Ta kindlasti ütleb, et see talle ei meeldi.)

2) Kui pealause verb on üldminevikus, tarvitatakse kõrvallause samaaegse tegevuse väljendamiseks oleviku asemel üldminevikku:

He said that he was a student. (Ta ütles, et ta on üliõpilane.)

3) Kui pealause verb on üldminevikus ja kõrvallause tegevus eelneb pealause tegevusele, tarvitatakse kõrvallauses enneminevikku:

He said that he **had lost** his ball-pen. (Ta ütles, et ta on kaotanud oma pastapliatsi.)

4) Kui pealause verb on üldminevikus ja kõrvallause tegevus järgneb pealause tegevusele, tarvitatakse kõrvallauses üldtuleviku asemel kaudset tulevikku:

He said that he **would come** on Sunday. (Ta ütles, et ta tuleb pühapäeval.)

2. KAUDNE TULEVIK (THE FUTURE INDEFINITE IN THE PAST)

1) Kaudne tulevik moodustatakse abiverbide **should** ja **would** ning põhiverbi infinitiivi abil. Ainsuse ja mitmuse 1. pöördes kasutatakse abiverbi **should**, ainsuse ja mitmuse 2. ja 3. pöördes abiverbi **would**:

| Affirmative | Negative |
|------------------------|-------------------|
| I should go (ma lähen) | I should not go |
| you would go | you would not go |
| he } would go | he } would not go |
| she } | she } |
| it } | it } |
| we should go | we should not go |
| you would go | you would not go |
| they would go | they would not go |

Jaatavad lühivormid:

I should = I'd [aid]
you would = you'd [jʊd]
he would = he'd [hi:d]
she would = she'd [ʃi:d]
we should = we'd [wi:d]
you would = you'd [jʊd]
they would = they'd [ði:ɪd]

Eitavad lühivormid:

should not = shouldn't [ˈʃudnt]
would not = wouldn't [ˈwudnt]

2) Kaudset tulevikku tarvitatakse sihitislausetes, kui pealause verb on minevikus. Kaudne tulevik väljendab tegevust, mis mineviku seisundist vaadelduna leiab aset tulevikus. Eesti keelde tõlkimisel kasutatakse olevikku.

She said that she would come in time. (Ta ütles, et ta tuleb õigeks ajaks.)

EXERCISE 1

Read quickly, changing from the affirmative to the interrogative.

1. They crossed the street at the corner.
2. You waited for the bus a long time.
3. The cars lined up at the crossing.
4. Your lessons begin at eight in the morning.
5. Father read the newspaper to us last night.
6. Everybody listens to him with interest (*huvi*).
7. Your friends visit you every summer.
8. Gorky Street goes down to the Red Square.

EXERCISE 2

much, many

1. Our schools use ... chalk every day.
2. There are ... lime trees in our park.
3. There was very ... snow on the ground (*maas*) last winter.
4. You need very ... bricks to build a house.
5. There are ... books about Moscow at our school library.
6. The greatest wish of ... people is to see Moscow.
7. There are ... shops in Gorky Street.

EXERCISE 3

Fill in the articles where necessary.

1. There were lots of people in ... street.
 2. ... sun was very hot that day.
 3. We returned to ... town in ... August.
 4. Did you go there by ... train?
 5. Tom and Kate went to ... school together.
 6. I can write those letters ... evening.
 7. I'll meet you at ... post-office (*postkontoris*) at ... five.
 8. ... sun does not shine at ... night, it shines by ... day.
 9. There is ... "Moskva" cinema over there.
 10. If there is ... green light on you can cross the street.
 11. There is ... book shop over there.
 12. Here is ... Pushkin Square with ... beautiful statue of ... Pushkin.
- Märkus. Vaata lk. 249 "Artikkel püsiva is sõnaühendeis".

EXERCISE 4

Put the main clause into the Past Indefinite Tense and make all the necessary changes in the subordinate clause (Pange pealause üldminevikku ja tehke kõrvallauses vastavad muudatused).

Model. He says that he is in Moscow for the first time.
He said that he was in Moscow for the first time.

1. She says that there is a tunnel that goes under the crossing.
2. She says that Gorky Street is one of the busiest streets in Moscow.
3. They say that one has to watch the traffic lights.
4. I know that there are shops on both sides of the street.
5. He says that the History Museum faces the square.
6. My friend says that the big clock chimes out the quarter hours.
7. I can see that the two men walk across the square to the Lenin Mausoleum.
8. He says that he wants to see Moscow in winter.
9. She says that she likes to walk along streets lined with trees.

EXERCISE 5

Put the main clause into the Past Indefinite and make all the necessary changes in the subordinate clause.

Model. He says that he was in Moscow in May.
He said that he had been in Moscow in May.

1. She says that the traffic was very heavy.
2. I know that there was a concert in the Tchaikovsky Concert Hall on Friday.
3. My friend says that she went shopping.
4. I am sure that he entered the big department store at the corner.
5. Sergei says that he has watched many demonstrations from those stands.
6. He says that he has always wanted to see the Lenin Mausoleum.
7. I know that he has always liked history.
8. He says that he loved those old Kremlin towers when still a child (*juba lapsena*).

EXERCISE 6

Put the main clause into the Past Indefinite and make all the necessary changes in the subordinate clause.

Model. I hope he will visit us soon.
I hoped he would visit us soon.

1. I say that I shall come back by five.
2. He says that he will pass through a tunnel.
3. She says that she will stay at the Peking Hotel.
4. They say that they will go shopping after dinner.
5. She says that she will have a cup of coffee at the café.
6. The girls say that they will wait for the big clock to chime.
7. Helen says that she will buy two tickets to the Puppet Theatre.
8. I know that he will be here on November 7, the day of the Great October Socialist Revolution.

EXERCISE 7

Finish the sentences.

1. One has to watch the traffic lights when
2. In Gorky Street there are many shops such as
3. One of the biggest cinemas in Moscow is
4. Trees lining the street make
5. The founder of Moscow was
6. There is a demonstration on the Red Square on
7. The big clock of the Kremlin Tower chimes out

EXERCISE 8

Translate into English.

1. Ma tuln külastama oma sõpra Moskvast. 2. Ta õpib Moskva Ülikoolis. 3. Ta on kommunistlik noor (*a Komsomol, a Y.C.L. member*) ja väga hea (*excellent*) üliõpilane. 4. Kuna oli suvi, polnud tal loenguid. 5. Me sõitsime bussiga Gorki tänavale. 6. Me astusime sisse raamatukauplustesse ja universaalkauplustesse. 7. Me ostime mõned ingliskeelsed raamatud. 8. Siis me läksime Punasele väljakule. 9. Ma tahtsin näha Lenini Mausoleumi. 10. Seal oli palju inimesi, kes seda näha tahtsid. 11. Me pidime asuma järjekorda (*to line up*). 12. Me ootasime tund aega, enne kui saime Mausoleumi siseneda. 13. Ma jäin Moskvasse kümneks päevaks. 14. Mulle meeldis Moskva väga.

EXERCISE 9

Answer the questions.

1. Who had come to visit Moscow? 2. Why do cars no longer line up at the crossing in Gorky Street? 3. When is it not allowed (*millal pole lubatud*) to cross a street that has traffic lights? 4. Where is the greatest

- shopping centre in Moscow? 5. What is the traffic in Moscow like? 6. What kind of shops do you know? 7. Do you like shopping? 8. Why are streets lined with trees? 9. Are there any streets lined with trees in your town? 10. Who was the founder of Moscow? 11. What is there on the Red Square? 12. What do the red stars of the Kremlin speak of? 13. When are there demonstrations on the Red Square?

EXERCISE 10

Translate into Estonian.

The bus in which I happened to be travelling was crowded this morning. A passenger sitting next to the window suddenly closed his eyes and turned his head aside. The man next to him asked, "Are you ill? Can I do anything for you?"

"I'm quite well," the other answered, "I just hate to see old ladies standing."

I happened to be travelling ma juhtusin sõitma
can I do anything for you? kas ma saan midagi teile heaks teha?

19

LESSON NINETEEN

ROAD SAFETY

By A. S. Hornby

Every year several thousand people are killed on the roads in Great Britain. Every year between one and two hundred thousand people are injured. These people are killed or injured in road accidents.

If you are in England and if you listen to the eight o'clock news from the B.B.C., you will often hear news of road accidents. You may hear something like this:

'On Monday evening last, at about twenty minutes to ten, a cyclist was knocked down by a motor-van at the junction of Oak Road and High Street in Croydon, Surrey. The cyclist has since died from his injuries. Will anyone who saw the accident please communicate with New Scotland Yard, telephone number Whitehall 1212.'

Accidents are often caused by carelessness. There are rules that help to make the roads safe, but people do not always obey the rules. They are careless. If everybody obeys the rules, the roads will be much safer.

Before crossing the road, stop and look both ways. Look left, look right, look left again. Then, if you are sure that the road is clear, that

There is nothing coming, it is safe to cross the road. If you see small children, or very old people, or **blind** people, waiting to cross the road, it is a kind **act** to help them to cross the road in safety.

We must teach young children to cross the road safely. We must always give them a good **example**. Small children ought not to play in the streets.

NOTES TO THE TEXT

road safety liiklusohutus
Hornby [ˈhɔɪnbɪ]
road accidents liiklusõnnetused
B.B.C. = British Broadcasting Corporation Briti Ringhaaling
something like this midagi taolist, midagi niisugust
on Monday evening last möödunud esmaspäeva õhtul
Oak Road [oʊk roʊd]
Croydon [ˈkrɔɪdn] Londoni lõunapoolne eeslinn
Surry [ˈsʌri] kraatvaond Kagu-Inglismaal
will anyone who saw the accident please communicate with New Scotland Yard palume
igaüks, kes nägi õnnetust pealt, astuda ühendusse New Scotland Yardiga
New Scotland Yard [ˈnjuː ˈskɒtlənd ˈjɑːd] Londoni politseikeskus; Londoni kriminaal-
politsei
Whitehall 1212 loe: Whitehall one-two-one-two
before crossing the road enne tee ületamist
look both ways vaadake mõlemale poole
that the road is clear et tee on vaba
that there is nothing coming et ei ole midagi tulemas

FOR STUDY

TABLE No. 13

| | | | |
|----------------|------------|----|---------|
| It's | done | | me |
| it isn't | taken | | you |
| is it | known | | him |
| isn't it | understood | | her |
| it was | begun | | us |
| it wasn't | finished | | them |
| was it | forgotten | by | someone |
| wasn't it | given | | |
| it may be | written | | |
| it must be | put here | | |
| it can't be | brought | | |
| it couldn't be | | | |
| it ought to be | | | |

READING EXERCISE

[0]

Theodore Thistle threw a sack of thimbles into the throng.

GRAMMAR

PASSIIV (THE PASSIVE VOICE)

Inglise keeles on passiiv selline tegumood, mis näitab, et lause alus ei ole tegevuse teostajaks, vaid et temaga midagi tehakse, et tegevus on toimunud alusele. Passiiv on olemas ainult sihilistel verbidel.

Passiivi ajavormid moodustatakse abiverbi **to be** vastavatest ajavormidest ja põhiverbi mineviku kesksõnast (3. põhivormist).

Passiivi üldolevik (The Present Indefinite Passive)

to call (hüüdma) — oalled — called

| Affirmative | Negative | Interrogative |
|---|---|---|
| I am called (mind hüütakse) you are called he } is called she } it } | I am not called (mind ei hüüta) you are not called he } is not called she } it } | am I called? (kas mind hüütakse?) are you called? is { he } called? she } it } |
| we are called you are called they are called | we are not called you are not called they are not called | are we called? are you called? are they called? |

Positiivsed lühivormid:

I'm called, you're called, he's called jne.

Negatiivsed lühivormid:

I'm not called, you're not called, he's not called jne. või you aren't called, he isn't called jne.

19 Passiivi üldminevik (The Past Indefinite Passive)

| Affirmative | Negative | Interrogative |
|------------------------------|--------------------------------------|------------------------------------|
| I was called (mind hüüti) | I was not called (mind ei hüütud) | was I called? (kas mind hüüti?) |
| you were called | you were not called | were you called? |
| he } was called | he } was not called | was { he she } called? |
| she } | she } | it } |
| it } | it } | it } |
| we were called | we were not called | were we called? |
| you were called | you were not called | were you called? |
| they were called | they were not called | were they called? |

Elavad lühivormid:

I wasn't called, you weren't called, he wasn't called jne.

Passiivi tarvitamine (The Use of the Passive Voice)

Passiivi tarvitatakse:

1) kui tähelepanu on pööratud sellele, kellega või millega midagi tehakse:

The man was run over by a motor-car. (Mees jäi auto alla.)
[Tähelepanu on pööratud mehele, kes jäi auto alla, mitte aga autole, mis mehe alla ajas.]

2) kui tegevuse teostaja ei ole teada:

He was killed in the war. (Ta tapeti sõjas. Ta sai sõjas surma.)

3) kui tegevuse teostajat pole põhjust mainida:

Smoking is not allowed here. (Siin ei lubata suitsetada.)
[Kes ei luba, see pole antud olukorras tähtis.]

Aktiivilause muutmine passiivilauseks

Aktiivilause muutmisel passiivilauseks saab aktiivilause sihitisest passiivilause alus ja aktiivilause alusest passiivilause sihtis, millele eelneb eessõna **by**; aktiivilause öeldis asetatakse vastavasse passiiviaega:

a) Tom paints a picture. (Tom maalib pilti.)
A picture is painted by Tom.

b) He gave me a book.

I was given a book (by him).

A book was given to me (by him).

a) Aktiivilause sihitisest 'a picture' saab passiivilause alus ja aktiivilause alusest 'Tom' passiivilause sihtis, millele eelneb eessõna **by**. Et aktiivilause öeldis on üldolevikus, siis asendatakse see passiivilauses passiivi üldolevikuga.

b) Kui aktiivilaulusel on kaks sihitist, otse- ja kaudsihtis, siis on ka võimalik moodustada kaks passiivikonstruktsiooni. Ühel juhul saab aktiivilause kaudsihitisest 'me' passiivilause alus 'I' ja aktiivilause otse- sihtis 'a book' jääb ka passiivilauses otsesihitiseks. Teisel juhul saab passiivilause aluseks aktiivilause otsesihitis 'a book' ja aktiivilause kaud- sihtis 'me' muutub passiivilause eessõnaliseks sihitiseks 'to me'. Kui aktiivilause aluseks on isikuline asesõna, võib see passiivilauses ära jääda.

Ingliskeelse passiivilause tõlkimine eesti keelde

Kui ingliskeelses passiivilauses tegevuse teostaja ('by' + sihtis) on mainitud, kasutatakse tõlkimisel isikulist tegumoodi; kui tegijat ei ole mainitud, kasutatakse tõlkimisel tavaliselt umbisikulist tegumoodi.

The monkey was laughed at by everybody. (Kõik naersid ahvi.)
This house was built two years ago. (See maja ehitati kaks aastat tagasi.)

EXERCISE 1

Read.

12 men, 42 pupils, 21 chairs, 13 new words, 30 years, 365 days,
1,220 motor-cars, 100 buses, 18 newspapers, 1,274,685 people.

EXERCISE 2

Translate into Estonian.

1. Thousands of people are killed in road accidents in England every year. 2. In our country children are sent to school when they are seven years old. 3. At English lessons some exercises are written on the black-board. 4. Grammar mistakes are often made by the students. 5. We are given a good model. 6. We were promised a day off. 7. They were expected to dinner.

EXERCISE 3

Change from the Present Indefinite Passive to the Past Indefinite Passive.

1. Two books are given to him as presents. 2. Accidents are often caused by carelessness. 3. I am asked three questions. 4. Fish is brought by the waiter. 5. A fish story is told by an old gentleman. 6. The boy is called Dick. 7. A picture of a dog is drawn by Kate.

EXERCISE 4

Translate into English using only the Passive.

1. Tartu ülikool asutati 1632. a. 2. Tallinn asutati 12. sajandil (century). 3. Kaks kirja saadeti sinna esmaspäeval. 4. Selles koolis ei õpetata saksa keelt (German). 5. Kõik vanad vihikud viisati minema. 6. Lastel ei lubata mängida tänavatel. 7. Selle pildi tegi minu väike õde. 8. Selle vingerpussi mängisid iirlasele lõbusad noormehed.

EXERCISE 5

Change from the Passive to the Active.

Model. We were asked many questions by the teacher.
The teacher asked us many questions.
This letter was written by her.
She wrote this letter.

1. The newspaper is read by Father every day.
2. Supper was prepared by her.
3. Kate was sent by Mother to buy some bread.
4. An English book was chosen by Helen.
5. This book was put on the top shelf by him.
6. The door was quietly opened by a little girl.
7. They were brought fish by the waiter.

EXERCISE 6

Change from the Active to the Passive.

Model. Father writes many letters.
Many letters are written by Father.

1. Helen reads many English books.
2. She read some interesting stories to me.

1. Carelessness causes accidents.
2. A motor-van knocked down a cyclist.
3. They built a new hotel in four months.
4. That big clock chimes out the quarter hours.
5. Many people watched the demonstration.

EXERCISE 7

Answer the following questions.

1. How many people are killed on the roads in Great Britain every day? 2. What will you often hear when listening to the eight o'clock news from the B.B.C.? 3. What are accidents often caused by? 4. What can we do to make the roads safe? 5. Do people always obey the rules? 6. What do we have to do before crossing the road? 7. When is it safe to cross the road? 8. What is a kind act? 9. What must we teach young children? 10. Whom must we always give a good example? 11. Where ought small children not to play?

EXERCISE 8

Fill in the blanks with if or when.

Märkus. Sidesõna if tarvitatakse tingimusmääruslauses, sidesõna when ajamääruslauses.

1. ... you have money, you can buy things. 2. ... you have no money, you can't buy things. 3. ... it gets dark, we switch the lights on. 4. ... we go out of the room, we switch the lights off. 5. ... will the bus leave? 6. ... you shut your eyes, you cannot see. 7. ... you open your eyes, you can see. 8. ... you have a piece of chalk, you can write on the blackboard. 9. ... you haven't any chalk, you can't write on the blackboard. 10. ... does spring begin?

See [u] adm

EXERCISE 9

Translate into Estonian.

Model

This happened in London. A judge woke up late one morning. He had to be in Law Court at nine o'clock. It was already eight. He washed, dressed, had breakfast and set off for the Court which was about four

19 miles from his house. It was eight-thirty already. He called a taxi and said: "To the Court and make it quick!"

The driver started off, slowly with great care, looked to the left and right, calmly stopped at all traffic lights and just as calmly started off again.

The judge became more and more impatient.

When they finally arrived at the Court it was a quarter past nine.

The judge jumped out and cursed the taxi driver.

But the driver answered him pleasantly:

"Look, Sir, last month you fined me for speeding. Now I take more care."

make it quick! tee kähk! look, Sir kuulge, härra

20 LESSON TWENTY POST HASTE

After Colin Howard

"I say, I am pleased to see you," said the little man standing by the letter-box.

"On, hallo!" I said, stopping. "Simpson, isn't it?"

The Simpsons were newcomers to the town, and my wife and I had only met them once or twice.

"Yes, that's right!" answered Simpson.

"I wonder if you could give me some money." I put my hand into my pocket. "You see," — he continued, "my wife gave me a letter to post, and I've just noticed it isn't stamped. It must go tonight — it really must. And I don't think the post-office will be open at this time of night, do you?"

It was about eleven o'clock and I agreed that it seemed so.

"I thought, you see, I'd get stamps out of the 'machine,'" explained Simpson, "only I find I have no small change about me."

"I'm sorry, but I'm afraid I haven't either." I said.

"Oh, dear me!" he said.

"Maybe somebody else has," I said.

"There isn't anyone else."

We both looked up and down the street, but nobody could be seen around.

"Yes, well!" I said intending to move off. But he looked so sad standing there with a blue unstamped envelope, that I couldn't really leave him alone.

"I'll tell you what," I said. "You'd better walk along with me to my

place — it's only a few streets off — and I'll try to find some change for you there."

"It's really very good of you!" said Simpson.

At home we managed to find the money he needed. He thanked me and left.

NOTES TO THE TEXT

post haste posti kiirusega; suure kiiruga

I say kuule (või kuulge)

I am pleased to see you mul on hea meel teid näha

Simpson, isn't it? Simpson, eks ole?

that's right! = that is right! õigust! õigel!

I wonder if you could give me ega te ei võiks mulle anda

at this time of night nii hilisel kellaajal

you see teate (või tead)

I have no small change about me mul pole peenraha kaasas

I haven't either minul ka ei ole

oh, dear me! oi armas aegl, oi heldekel!

I'll tell you what ma ütlen teile, mida teha

you'd better walk along with me to my place tulge parem minuga minu poole kaasa

it's only a few streets off see on ainult mõni tänav edasi

we managed to find meil õnnestus leida

GRAMMAR

KINNITAVAD LÜHIKÜSIMUSED (TAG-QUESTIONS)

Kinnitavateks lühiküsimusteks nimetatakse jaatavale või eitavale lausele lisatud lühiküsimusi. Selline küsimus esitatakse eesmärgil saada jutustavas lauses väljendatud mõttele kinnitust. Lühiküsimuses korraldakse jutustava lause abi- või modaalverbi ja alust. Kui jutustav lause on jaatav, on lühiküsimus eitav ja vastupidi. Lühiküsimuses on eba- harilik sõnade järjekord, s. t. abi- või modaalverb eelneb alusele.

Jutustavat lauset hääldatakse langeva intonatsiooniga, lühiküsimustega kas tõusva või langeva intonatsiooniga.

Kui küsimuse vastust ette ei ole teada, esineb lühiküsimuses tõusev intonatsioon (1), vastupidisel juhul aga langev intonatsioon (2).

Kui jutustav lause sisaldab tingimust, mis algab sidesõnaga if, esineb tingimuslauses tõusev intonatsioon (3).

(1) The boys are not in bed now, *?* are they?

(Poisid ei ole veel voodis, ega ju?)

This is *?* your book, *?* isn't it?

(See on sinu raamat, on või?)

These books are *?* yours, *?* aren't they?

That is ↘ Tom's book, ↗ isn't it?
Ann will be ↘ twenty in June, ↗ won't she?
Mary'll come ↘ soon, ↗ won't she?

- (2) It's ↘ hot today, ↘ isn't it?
(Täna on kuum ilm, eks ole?)
It isn't ↘ cold today, ↘ is it?
(Täna ei ole külm ilm, ega ju?)
Pens are for ↘ writing with, ↘ aren't they?
There is a ↘ book on the table, ↘ isn't there?
There's ↘ nothing on this plate there, ↘ is there?
You are reading ↘ English now, ↘ aren't you?
Tom has a ↘ dog, ↘ hasn't he?
You've read about sixty ↘ pages of this book, ↘ haven't you?
- (3) If you have a ↗ pen, you can ↘ write, ↘ can't you?
If she has a day ↗ off, she'll go to the ↘ country, ↘ won't she?
If it isn't ↗ raining, you won't take an ↘ umbrella with you, ↘ will you?

READING EXERCISE

Read the preceding tag-questions with correct intonation.

EXERCISE 1

Translate the preceding tag-questions into Estonian.

EXERCISE 2

Add tag-questions to the sentences (Lisage lausetele kinnitavad lühiküsimused).

1. It is easy to write this exercise.
2. They have no children.
3. They have a car.
4. There are five letters in the word 'smoke'.
5. Ann is going to write a letter.
6. You will prepare supper.
7. You won't get home before me.
8. Yesterday was Friday.
9. You'll have another cup of coffee.
10. You have read this book.

EXERCISE 3

Fill in the blanks with as...as or not so (not as) ... as.

1. Tartu is ... big ... Tallinn. 2. Is this book ... interesting ... the one you read before that? 3. Is it ... warm in April ... it is in May? 4. In autumn the days are ... long ... they are in summer. 5. There are ... many days in February ... there are in March. 6. I shall return ... soon ... I can. 7. We hurried to the post-office ... quickly ... we could.

EXERCISE 4

Form general questions (Moodustage üldküsimused).

1. to, any, have, post, you, letters?
2. the, this, of, at, be, will, time, night, post-office, open?
3. the, that, not, you, was, did, stamped, notice, letter?

Form special questions (Moodustage eriküsimused).

1. the, they, and, up, did, down, why, look, street?
2. the, will, place, meeting, next, when, take?
3. a, off, only, what, few, was, streets?
4. the, of, is, what, London, called, centre?

EXERCISE 5

vähem, rohkem

Fill in the blanks.

1. Jack has ... stamps than Peter. (vähem)
2. Harry has ... money about him than Dick. (rohkem)
3. There is ... snow this winter than there was last year. (rohkem)
4. Ann drinks ... milk than her brother because she doesn't like it.
5. Mother is busy all the time, she has ... free time than we have.
6. I have read ... English books than my sister has. (vähem)
7. You make ... mistakes now than you did last September. (vähem)
8. There are ... schools at Tartu now than there were ten years ago. (rohkem)

EXERCISE 6

Fill in the blanks with personal or possessive pronouns.

1. The Simpsons were newcomers to the town. Mr. Brown had only once met ... and ... wife.

2. Mr. Simpson said that ... wife had given ... a letter to post.
3. "Could ... give ... some money," asked Mr. Simpson.
4. Mr. Brown put ... hand in ... pocket. He said, "... have no small change about ... am afraid ... can't help ..."
5. "But the letter must go tonight — ... really must. ... thought, ... see ... 'd get stamps out of the machine," explained Mr. Simpson.

EXERCISE 7

Translate into English.

1. Keegi (a) väike mees seisis kirjakasti juures. 2. Ta tahtis kirja posti panna, kuid ta kirjal ei olnud marki (*but there was no stamp...*).
3. Ta oli uustulnuk selles linnas. 4. Ta palus mind ennast aidata.
5. Postkontor ei olnud nii hilisel ajal lahti. 6. Mul polnud peenraha kaasas, et saada marke automaadist. 7. Ma palusin ta, tulla endaga kaasa minu poole. 8. Kodus ma leidsin tema jaoks raha. 9. Ta tänas mind ja lahkus. 10. Mul oli hea meel, et sain teda aidata.

EXERCISE 8

Answer the questions.

1. Whom did he see standing by the letter-box? 2. Who was a newcomer to the town? 3. What did he ask him? 4. What had his wife given him? 5. What did Mr. Simpson notice when he wanted to post the letter? 6. What time was it? 7. Why could he not get stamps out of a stamp-machine? 8. Was there anybody else in the street? 9. Why could he not leave Mr. Simpson alone? 10. Where did they go? 11. Did they find any money? 12. What did Mr. Simpson do?

EXERCISE 9

Translate into Estonian.

"Well, Sam, I'll tell you how it is. You see, I married a widow, and this widow had a daughter. Then my father being a widower, married our daughter, so you see, my father is my son-in-law!"

"Yes, I see."

"Then again my step-daughter is my step-mother, isn't she? Well, then her mother is my grandmother, isn't she? I am married to her, isn't that? So that makes me my own grandfather, doesn't it?"

A DIALOGUE

- A.: Can you tell me where the sun rises?
 B.: Yes, I can, it rises in the East and sets in the West.
 A.: What is the shape of the earth?
 B.: The earth is a big ball, not quite round, but a little flattened, it turns round upon its axis, and at the same time it moves round the sun.
 A.: How many hours does the earth take to turn quite round on its axis?
 B.: It takes twenty-four hours to turn quite round upon its axis, and one year to go round the sun.

21

LESSON TWENTY-ONE

POST HASTE

(Continued)

I watched Simpson take several steps up the street and then return to me.

"I say, I am sorry to trouble you again," he said. "The fact is we are still quite strangers round here and — well, I'm rather lost, to tell you the truth. Will you tell me the way to the post-office?"

I did my best. It took me some minutes to explain to him where the post-office was. As I was not sure whether he had understood me I decided to come along with him. I led the way to the post-office. Simpson put a penny into the automatic stamp-machine. The coin, however, passed through the machine without any result.

"It is empty," I explained. Simpson was so excited that he dropped the letter on the ground and when he picked it up there was a large black spot on its face.

"Dear me," he said, "my wife told me to post the letter tonight. After all it is not so important, but you don't know my wife. I had better post it now."

Suddenly I remembered that I had a book of stamps at home. "It will be posted," I said. "But we'd better hurry, or we shall miss the post." It took rather a long time to find the book of stamps. But when we found it, we saw after all that it was empty. The last thing I could advise him to do was to post the letter unstamped.

"Let the other man pay double postage on it in the morning."

I took him by the arm and accompanied him to the post-office in time for the midnight collection. He dropped in his letter and then, to finish off my job, I took him home.

"I am so grateful to you, really," he said when we reached his home. "That letter — it's only an invitation to dinner, to Mr. ... Dear me!"

"Why, what's the matter?"

"Nothing. Just something I've remembered."

"What?"

But he remained silent. He just opened his eyes and his mouth and looked at me like a wounded goldfish, hurriedly said "Good-night," and quickly went inside.

All the way home I was wondering what it was he had remembered.

But I stopped wondering the next morning, when I had to pay the postman double postage for a blue envelope with a large black spot on its face.

NOTES TO THE TEXT

I watched Simpson take several steps up the street ma jälgisin, kuidas Simpson läks
nõutu sammu tänavatpidi edasi
I am sorry to trouble you again palun vabandust, et ma teid uuesti tülitän; kahjuks
pean teid uuesti tülitama
the fact is... asi on selles, et...

round here siin kandis, siin ümbruskonnas

well, I'm rather lost noh, ma olen päris eksinud, ma ei oska kuhugi minna

to tell you the truth tõtt-õelda

will you tell me the way... kas te juhataksite mulle teed...

I led the way to the post-office ma läksin temaga koos postkontorisse

thought tänä õhtul

after all kõigest hoolimata, lõppude lõpuks

I had better post it now peaksin ta ikkagi praegu posti panema

we shall miss the post me ei jõua post, väljavõtmise ajaks kohale

by the arm käevangu

in time for the midnight collection parajasti kesköise postikogumise ajaks

I took him home ma saatsin ta koju

what's the matter? mis on?

FOR STUDY

TABLE No. 14

| | | | | |
|----------|----|------------|----|---------------|
| it will | | done | | me |
| it won't | | taken | | you |
| will it | | known | | him |
| won't it | | understood | | her |
| | be | begun | | us |
| | | finished | by | them |
| | | forgotten | | someone else |
| | | given | | somebody else |
| | | written | | |
| | | put here | | |
| | | brought | | |

IRREGULAR VERBS

to lose [luz] (kaotama) — lost — lost
to lead [lid] (juhtima) — led — led

READING EXERCISE

[s]

1. In silence he sat on the sands of the silvery sea.
2. Silly Sally sat on some short sticks.
3. Don't be too fussy about Bessy kissing a little pussy.

GRAMMAR

1 PASSIIVI ÜLDTULEVIK (THE FUTURE INDEFINITE PASSIVE)

Passiivi üldtulevik moodustatakse abiiverbi to be üldtuleviku vormidest ja põhiverbi mineviku kesksõnast (3. põhivormist).

| Affirmative | Negative | Interrogative |
|--------------------------------------|--|--|
| I shall be called (mind hüütakse) | I shall not be called (mind ei hüüta) | shall I be called? (kas mind hüütakse?) |
| you will be called | you will not be called | will you be called? |
| he } she } will be called it } | he } she } will not be it } called | will { he she } be called? it } |
| we shall be called | we shall not be called | shall we be called? |
| you will be called | you will not be called | will you be called? |
| they will be called | they will not be called | will they be called? |

Jätkavad lühivormid:

I'll be called, you'll be called, he'll be called jne.

Elitavad lühivormid:

I shan't be called, you won't be called, he won't be called jne.

21 2. KINNITAVAD LÜHIKÜSIMUSED ABIVERBIGA TO DO (TAG-QUESTIONS WITH AUXILIARY VERB TO DO)

Kui jutustavas lauses esineb ajavorm The Present Indefinite, tarvitatakse lühiküsimuses abiverbi **to do** üldoleviku vorme, kui jutustavas lauses esineb ajavorm The Past Indefinite, tarvitatakse lühiküsimuses abiverbi **to do** üldmineviku vorme:

- Father **gets** home at a quarter to six every day, **doesn't he?**
- Ann **does not go** to the University on Sunday, **does she?**
- Bob and Dick **sleep** in the same room, **don't they?**
- They **don't sleep** in the same bed, **do they?**
- Edo. Kask **began** to study English a few months ago, **didn't he?**
- Mary **didn't go** to the library, **did she?**

EXERCISE 1

Conjugate in the Past and Future Indefinite (Pöörake üldminevikus ja üldtulevikus).

I am asked many questions by the teacher.

EXERCISE 2

Change from the Present to the Future.

1. Pennies are dropped into the automatic stamp-machine.
2. Many letters are written and posted before holidays.
3. Many new houses are built in our town.
4. These books are read by thousands of people.
5. Double postage is paid on these letters.
6. It is done in a different way (viisimoodi).
7. He is asked a lot of questions.
8. We are shown how to do it.

EXERCISE 3

Add tag-questions.

1. He used to play football.
2. She played the piano well.
3. It looks like rain.
4. You went by bus.
5. It takes about three hours to read it through.
6. You like living here.
7. My friends sometimes come to see me.
8. It doesn't take him long to get here.

EXERCISE 4

Put the main clause into the Past Indefinite Tense and make all the necessary changes in the subordinate clause.

Model. Ann says that she is busy.

Ann said that she was busy.

1. Mr. Simpson says that he wants to buy some stamps.
2. The old gentleman says that he has a story to tell.
3. I say that I am looking for a book to read.
4. Mother says that Tom is in the garden.
5. I know that she takes the bus.
6. I explain that the stamp-machine is empty.
7. He says that he is so grateful to me.
8. I find that there are no stamps in the book of stamps.
9. He says that the letter is only an invitation to dinner.

EXERCISE 5

Put the main clause into the Past Indefinite Tense and make all the necessary changes in the subordinate clause.

Model. Ann says that she was busy.

Ann said that she had been busy.

1. He says that he did his best.
2. He says that he found the letter unstamped.
3. I know that he was ill for two days.
4. Father says that he paid double postage on a letter.
5. The Irishman doesn't know that the merry young men played a trick on him.
6. He does not know that they took the hare out and put a cat in his bag.

EXERCISE 6

Change from the Active into the Passive Voice.

1. He dropped the letter on the ground.
2. We found some small change.
3. He paid double postage in the morning.
4. The Simpsons invited him to dinner.
5. They switched on the lights.
6. The waiter brought some fish.
7. He found the letter unstamped.
8. We asked him to sing some songs.
9. We spent the day in the country.

EXERCISE 7

much, many; little, few

1. ... coffee, 2. ... stamps, 3. ... cheese, 4. ... snow, 5. ... time,
6. ... tickets, 7. ... music, 8. ... conversation, 9. ... poverty.

EXERCISE 8

Present Perfect or Past Indefinite.

1. I ... several letters today. He ... several letters yesterday. (write)
2. Mary ... a new hat this morning. Ann ... a new hat Monday last. (buy)
3. Father ... a lot today. Cde. Kask ... a lot yesterday. (work)
4. We ... to the theatre this month (be) They ... to the theatre last month. (go)

EXERCISE 9

Use the Past Indefinite or the Past Continuous.

1. Ann knew that her mother ... for her.
2. When she came home, Mother ... dinner.
3. Ann ... off her coat and ... to help her mother.
4. The children ... the table when Father entered.
5. It was evening. Father ... in his study. Kate ... a book, the others ... to her.

wait
prepare
take, begin
lay
sit, read
listen

EXERCISE 10

Translate into English.

1. Ma teadsin, et isa on kodus 2. Kate teadis, et ilm on halb. 3. Tom ütles, et ta käed on mustad 4. Ester ütles, et ta on seda raamatut lugenud 5. Ta ütles, et ta tahab kirja postil panna 6. Ta ütles, et ta ei tea, kus postkontor on. 7. Väike poiss seletas, et ta oli teelt eksinud (to lose one's way). 8. Tütarlaps ütles, et ta oli rongist maha jäänud (to miss the train). 9. Ma teadsin, et ma ei saa teda aidata 10. Ta ütles, et ta ei ole oma raha ära raisanud (to spend).

EXERCISE 11

Answer the questions.

1. What did Simpson do? 2. What did he say when he came back?
3. What did he want me to do? 4. What did I try to explain to him?
5. Did he understand anything? 6. What did I decide to do? 7. What happened (*mis juhtus*) when Simpson put a penny into the automatic stamp-machine? 8. Why did he not get a stamp out of the machine?
9. What did Simpson drop? 10. What was there on the face of the envelope? 11. What did I remember? 12. Did we find any stamps? 13. What was the last thing I could advise him to do? 14. Where did we go then?
15. What kind of a letter was it? 16. Why did Mr. Simpson leave me so hurriedly? 17. What did I receive next morning?

EXERCISE 12

Translate into Estonian.

WHAT'S THE TIME?

A sailor came to a fishing village. He had no watch with him. He was tired and hungry after his long walk and he asked a fisherman, "What's the time?"

"Just twelve," was the answer.

"Really?" said the sailor. "I thought that it was more than that."

"It's never more in this country," said the fisherman, "After that it begins again at one."

22

LESSON TWENTY-TWO

ROAD TO THE STARS

After Y. Gagarin

"Only a few minutes are left before the start," I said. "I am saying good-bye, dear friends, as people always say to each other when leaving on a long journey. I should love to embrace all of you, friends and strangers, near and far!"

And already on the iron landing before entering the cabin, I raised both my arms and said:

"See you soon!"

I entered the cabin which smelled of the wind of the fields and was placed in my seat; the hatch was closed without any noise. I was alone with the instruments now lit not by sunlight but by artificial lighting.

I heard everything that was being done outside the ship, on the earth which had become still dearer to my heart. I reported:
 "Hallo, 'Earth' I am 'Cosmonaut'. I have tested the communications."
 Several minutes before the start I was told that my face could well be seen on the television screen. I was also told that I had a pulse of 64.
 I answered:

"My heart beats normally. I feel fine; I have put on the gloves, closed the helmet and am ready for the start."

I heard all the starting commands.

Finally the order was given:

"Lift off!"

I answered:

"Off we go! Everything is normal."

I looked at my watch. It was seven minutes past nine Moscow time. I heard a roar. The big ship shuddered, and slowly, very slowly lifted from the earth. The roar was not louder than that which one hears in the cabin of a jet aircraft.

"I felt as though something was pressing me to my seat. I could hardly move my hands or feet. I knew that this state would not last long, that it would pass as soon as the ship began to orbit."

NOTES TO THE TEXT

when leaving on a long journey pikale reisile asudes
 I should love ma sooviksin
 all of you teid kõiki
 see you soon! peatse nägemisen!
 lift off! tõus!
 off we go! läheb lahtil
 as though just nagu

FOR STUDY

TABLE No. 15

| | |
|-----------------------|-----------------------------|
| I wonder | if it's here |
| he's wondering | if it's mine |
| I often wonder | if he's tired |
| I don't know | whether he is often here |
| It doesn't matter | whether he wants to go back |
| I really want to know | what it is |
| you really can't know | where I am |
| you certainly know | where you are |
| | what he does |
| | what they are |

IRREGULAR VERBS

to beat [bit] (lööma) — beat [bit] — beaten [bitn]
 to light [lait] (valgustama) — lit [lit] — lit

READING EXERCISE

[s] [ʃ]

1. The shade he sought and shunned the sunshine.
2. She sells sea-shells in a salt-fish shop.

GRAMMAR

PASSIIVI KESTVAD AJAD (CONTINUOUS TENSES OF THE PASSIVE VOICE)

Passiivi kestvaid aegu on ainult kaks: passiivi kestev olevik (The Present Continuous Passive) ja passiivi kestev minevik (The Past Continuous Passive).

Passiivi kestev olevik (The Present Continuous Passive)

| Affirmative | Negative | Interrogative |
|--|--|--|
| I am being called (mind kutsutakse) | I am not being called (mind ei kutsuta) | am I being called? (kas mind kutsutakse?) |
| you are being called | you are not being called | are you being called? |
| he she } is being called | he she } is not being called | is { he she } being called? |
| it | it | it |
| we are being called | we are not being called | are we being called? |
| you are being called | you are not being called | are you being called? |
| they are being called | they are not being called | are they being called? |

Arutavad lühivormid:

I'm being called, you're being called, he's being called jne.

Arutavad lühivormid:

I'm not being called, you're not being called või you aren't being called, he's not being called või he isn't being called jne.

Passiivi kestev minevik (The Past Continuous Passive)

| Affirmative | Negative | Interrogative |
|--------------------------------------|--|--|
| I was being called (mind kutsuti) | I was not being called (mind ei kutsutud) | was I being called? (kas mind kutsuti?) |
| you were being called | you were not being called | were you being called? |
| he } was being called | he } was not being called | was { he } being called? |
| she } was being called | she } was not being called | { she } called? |
| it } | it } | { it } |
| we were being called | we were not being called | were we being called? |
| you were being called | you were not being called | were you being called? |
| they were being called | they were not being called | were they being called? |

Eitavad lühivormid:

I wasn't being called, you weren't being called, he wasn't being called
jhe.

This little child **is not being taken** care of. (Selle väikese lapse eest ei hoolitseta.) When the mistakes **were being explained**, Tom was thinking about fishing. (Seda kui vigu seletati, mõtles Tom kalastamisele.)

EXERCISE 1

Give the three principal forms of the following verbs.

Model. to see — saw — seen

to pay, to feel, to lead, to show, to become, to begin, to bring, to teach, to try, to decide, to study, to love.

EXERCISE 2

Find what suits together (Leidke, mis sobib kokku).

| | |
|-------------|--|
| a lamp | tells us the time |
| a hatch | is a drink |
| coffee | is an opening (avaus) in the deck (lekk) of a ship |
| the sun | gives artificial lighting |
| cheese | is a small room in a ship |
| the postman | is food |
| a cabin | brings us letters |
| a watch | gives us light |

EXERCISE 3

Change the verb of the main clause from the Present Indefinite to the Past Indefinite, make all the necessary changes in the subordinate clause.

Model. Ann says that she will come to the theatre.

Ann said that she would come to the theatre.

1. She knows that Father will return home late. 2. She says that he will leave his supper on the kitchen table. 3. I want to ask him what he will do in the afternoon. 4. He says that he will be busy writing letters. 5. I know what he will answer. 6. The children know that Father will tell them interesting stories. 7. I wonder if he will come in time.

EXERCISE 4

Change from the Active to the Passive.

1. Kate is writing an exercise. 2. Mother is preparing dinner. 3. Tom was writing a composition at school. 4. They are teaching English in this school. 5. They use artificial lighting to light the instruments. 6. Some forces (jõud) were pressing Gagarin to his seat. 7. They were testing the communications. 8. They are building new laboratories at our Institute.

EXERCISE 5

Rewrite (kirjutage uuesti) these sentences by changing the words in *italics* from plural into singular. Make any other necessary changes.

Model. Those *men* want to go to London.
That *man* wants to go to London.

1. *They* switch the lights off when they go out of the room. 2. These *girls* are tired. They will go to bed. 3. Do these *boys* have dinner at home? No, they have dinner at a restaurant. 4. These are socialist *countries*. 5. Can these *women* speak English? 6. These *children* have dirty faces. 7. Do these *girls* often go to the cinema? 8. These *men* eat a lot of meat.

EXERCISE 6

Fill in the blanks with suitable words from the text.

1. People whom we do not know are ... to us. 2. If there is no sunlight our rooms are ... by artificial lighting. 3. I ... my hat and gloves

when I leave home. 4. Father is working in his study, don't make any... 5. When the final order was given, the ship slowly ... from the earth. 6. I am ..., all the others have gone out. 7. When my pulse is 68 I can say that my heart ... normally.

EXERCISE 7

Fill in the blanks with prepositions where necessary.

1. They were newcomers ... the town. 2. He did not know that the post-office was not open ... that time ... night. 3. Have you any money ... you? 4. I wanted him to come ... my place. 5. He dropped the letter ... the ground. 6. He dropped his letter ... the letter-box ... last and I accompanied him ... home. 7. I had to pay double postage ... the letter ... the morning. 8. There it was — a blue envelope ... a large black spot ... its face.

EXERCISE 8

much, many; little, few; a little, a few

Translate into English.

1. Möödunud talvel oli palju lund. 2. Ta vastus mõned sammud piki tänavat. 3. Paljud sõbrad olid tulnud talle head aega ütlema. 4. Reak-tiivlennuki mootor teeb palju müra. 5. Supiks on sin liiga vähe liha. 6. Siin on lugemiseks liiga vähe valgust. 7. Sügisel on palju puuvilja. 8. On sul pisut aega? Jah on. 9. Taldrikul on vähe leiba. 10. Taldrikul on mõned leivaviilukad. 11. Kas koosolekul oli palju inimesi? 12. Mu on väga vähe aega.

EXERCISE 9

Answer the questions.

1. How much time was left before the start? 2. What did Gagarin say before entering the cabin? 3. What did his cabin smell of? 4. How was the hatch closed? 5. Why were the instruments lit by artificial light? 6. What had become still dearer to his heart? 7. What did Gagarin test? 8. What was he told several minutes before the start? 9. What did he do before he was ready for the start? 10. What was the final order? 11. What time was it? 12. How did the big ship lift from the earth? 13. What was the roar like? 14. What did he feel? 15. When would this take place?

EXERCISE 10

Translate into Estonian.

A DIALOGUE

A.: You were at the Lenin Stadium the other day, weren't you?
B.: Of course, I was. Don't you know I'm a hockey fan?
A.: So am I. But I have just come back to Moscow and couldn't even see the last match on the TV programme.
B.: It was a thrilling match. Both the Soviet and the Swedish teams were wonderful.
A.: What was the score? Did we win?
B.: No, the match ended in a draw: four to four and the Swedish team won the World Championship. I didn't expect our team to lose.
A.: Neither did I. I hope next year they will win the championship.
(A year later)
B.: Do you remember our talk about the match where the Swedish hockey team won the World Championship? You know, they lost this time in Stockholm.
A.: I was sure our team would win this time. I was right, wasn't I?

23

LESSON TWENTY-THREE

ROAD TO THE STARS

(Continued)

The earth called my attention:

"Seventy seconds have passed since the take-off."

I answered:

"I hear you: seventy. I feel well. Am continuing flight. The G-forces are increasing. Everything is all right."

I replied in a cheerful voice, but to myself I thought: Is it really only seventy seconds? The seconds seem like minutes.

The surface of the earth could be seen in the distance through the portholes. Just then the Vostok was flying over a broad Siberian river. I could clearly see the sunlit, taiga-overgrown islands and banks.

The earth was again calling me.

"I hear you clearly," I replied. "I feel well. Everything is normal. The G-forces are increasing. I see the earth, land, forests, clouds..."

The G-s were indeed increasing. But to my mind they were greater in the centrifuge.

Using up their fuel, the stages dropped off one by one and the moment came when I could report:

"The rocket-carrier has separated according to the programme. I feel well."

The ship entered its orbit, and I did not feel my weight any more. I had read about the state of weightlessness in books by Konstantin Tsiolkovsky already when I was a boy. At first I felt uncomfortable, but I soon got used to it, found how to move about and continued with the flight programme "I wonder what the people on earth will say when they learn of my flight?" I thought.

One quickly gets used to the state of weightlessness and all that remains is an extraordinary lightness in one's body. What happened to me during this time? I left my seat and hung in the air between the ceiling and the floor of the cabin. I felt wonderful when the gravity pull began to disappear. I suddenly found I could do things much more easily than before. You neither sit nor lie, but just keep floating in the cabin. All the loose things also float in the air and you watch them as in a dream. The pencil, the note-book . . . Drops of water floated about freely in space until they stuck to the porthole glass like dew on a flower.

I worked all the time. I kept an eye on the instruments in the cabin. I made notes in the log with a pencil without taking off my gloves. It was not difficult to write. For a moment forgetting where I was I put the pencil down beside me and it floated away. I did not try to catch it. I was in communication with the earth by radio, and at the same time a tape-recorder took down everything I said on its narrow running tape.

NOTES TO THE TEXT

the earth called my attention maa võttis minuga ühenduse
to myself I thought endamisi ma mõtlesin
to my mind minu arvates

using up their fuel olles ära kasutanud oma kütuse

one by one üksteise järel

but I soon got used to it kuid varsti ma harjusin sellega

all that remains ainus, mis jääb

you . . . just keep floating in the cabin te . . . lihtsalt hõljute kabiinis

I kept an eye on . . . ma pidasin silmas . . . , ma jälgisin . . .

IRREGULAR VERBS

to fly [flai] (lendama) — flew [flai] — flown [floun]
to overgrow [ouva'grou] (üle kasvama) — overgrew [ouva'grui] — over-
grown [ouva'groun]
to hang [hæŋ] (riippuma) — hung [hæŋ] — hung [hæŋ]
to keep [kiip] (pidama, hoidma) — kept [kept] — kept
to stick [stik] (kleepuma) — stuck [stak] — stuck

READING EXERCISE

[1]

1 Are you training for a race? No, I am racing for a train

2 Around the rugged rock the ragged rascal ran.

GRAMMAR

NAITAVAD ASESONAD JA MÄÄRUSED KAUDSES KÖNES (DEMONSTRATIVE PRONOUNS AND THE ADVERBIALS IN INDIRECT SPEECH)

Otseses kõnes esinevad näitavad asesõnad ja määrused, mis tähistavad kõnelejale lähedast eset, olendit, tegevusaega või -kohta, asendatakse kaudses kõnes kaugemat eset, olendit, tegevusaega või -kohta tähistavate sõnadega:

Otseses kõnes

this
these
now
yesterday
the day before yesterday
last evening
today
last night
tomorrow
the day after tomorrow
next year
ago
here

Kaudses kõnes

that
those
then, at that time
the day before
two days before
the evening before
that day
the night before
the next day, the following day
two days later
the next year, the following year
before
there

He said, "I have painted **this** picture." He said that he had painted **that** picture. He said, "I met my friend at the bus stop **yesterday**." He said that he had met his friend at the bus stop **the day before**. Ann said to Helen, "I shall go to the theatre **tomorrow**." Ann told Helen that she would go to the theatre **the following day**. Thomas said, "I finished my studies **two years ago**." Thomas said that he had finished his studies **two years before**.

23 EXERCISE 1

Give the principal forms of the following verbs.

to say, to send, to spend, to listen, to hear, to tell, to see, to try, to lie, to lay, to hurry, to show, to know, to speak, to forget, to leave.

EXERCISE 2

to say, to speak, to tell

1. Yesterday I came to see my friend. He ... "Peter and I shall go to the country on our day off. Do you want to come with us?" 2. What did your teacher ... you? 3. Our teacher always ... "Comrade Kask ... English well." 4. What did you ... about after work yesterday? 5. Did I ... that? 6. "We got up early on Sunday," my sister ... 7. He ... very well. He is a good speaker. 8. "We shall ... English after our lesson too," Comrade Kask ... 9. Don't ... him about it. 10. Our father always ... that we must work hard at our English.

EXERCISE 3

Change into Indirect Speech.

1. He said, "I read about it two days ago." 2. Helen said, "We had a meeting last evening." 3. Tom said to Kate, "I shall not write any letters today." 4. I said, "I have never seen anything more beautiful than this." 5. Ann said, "These pears aren't ripe." 6. Mother said to Father, "I need the money today." 7. Ellen said, "My friend came to live with us about three weeks ago." 8. "He lives here," Aino replied. 9. He said, "I met her for the first time last year." 10. My friend asked me, "What did you do after the lessons yesterday?"

EXERCISE 4

Translate into Estonian.

1. I can't do that without your help.
Help me, if you can.
2. The buses stop here.
Where is the next stop?

3. The ship entered its orbit.
The ship began to orbit.
4. I wonder what they will say to it.
This ship was a real wonder.
5. All loose things kept floating in the air.
It is too hot here; you must air the room.

EXERCISE 5

Find the pairs of synonyms.

wide, indeed, beside, enter, tell as news, broad, answer, stay in the same place, near, part, really, reply, come in, disappear, separate, report, be lost, remain.

EXERCISE 6

Fill in the blanks with prepositions.

1. He could not understand what happened ... him ... this time.
2. All the loose things kept floating ... the air and he watched them as ... a dream.
3. The space-ship was flying ... our beautiful earth.
4. ... first the English pronunciation seemed so strange ... me, but I soon got used ... it.
5. Mother kept an eye ... the children playing ... the garden.
6. Everything was taken down ... a narrow running tape.

EXERCISE 7

Change the verb of the main clause to the Past Indefinite, make all the necessary changes in the subordinate clause.

1. He says that he has used up all the fuel. 2. He reports that the rocket-carrier has separated according to the programme. 3. He writes that he has read about the state of weightlessness in books by Tsiolkovsky. 4. She says that she feels well. 5. He says that this has happened many times before. 6. I wonder what the people on the earth will say about that.

23 EXERCISE 8

Translate into English.

1. Lennu algusest on möödunud üks minut. 2. Minutid näivad tund-
 ldena. 3. Minu toa aknast võis näha elavat (*lively*) tänavaliiklust.
 4. Ma nägin inimesi ruttamas piki tänavat. 5. Ma võisin selgesti kuulda
 käsku, mille andis üks väike poiss teisele: „Vaata ette (*look out*), enne
 kui sa lähed üle tänavat.“ 6. Kosmoselaeva (*spaceship*) kanderakett eral-
 d *s*-vastavalt programme. 7. Ma harjusin kiiresti kaaluta olekuga.
 8. Kosmonaut Gagarin ütles, et ta harjus kergesti kaaluta olekuga. 9. Ta
 ütles, et ta tegi märkmeid laevapäevikusse.

EXERCISE 9

Answer the questions.

1. When did the earth call Gagarin's attention? What did Gagarin
 report? 3. What did he think to himself? 4. What could be seen through
 the portholes? 5. What could he see when the *Vostok* was flying over a
 Siberian river? 6. What was increasing? 7. When did the stages drop off?
 8. When did he feel his weight no more? 9. What does one feel in the
 state of weightlessness? 10. What happened to Gagarin during this time?
 11. What did all the loose things do? 12. What happened to his pencil
 when he put it beside him?

EXERCISE 10

Translate into Estonian.

A SAD STORY

Three young men had a holiday in New York and were staying at a
 forty-five floor hotel. They went to the theatre and returned to the hotel
 at a late hour. The night clerk greeted them with the sad news: "The
 lifts do not work."

"We do not mind walking upstairs," said one of them, "but we shall
 leave our overcoats down here." Then he turned to his friends and said:

"To make the time fly fast, I shall tell you merry stories for the first
 fifteen floors. On the next fifteen floors you, Bill, will sing songs. Then
 for the last fifteen floors you, Bob, will tell us sad stories."

So they started their long climb. Tom told merry stories. Bill sang
 songs. And soon they reached the thirtieth floor.

"Now, Bob, it is your turn to tell us some sad stories," said Tom.
 And Bob cried: "Oh, I have a very sad story to tell you. We have left
 our keys downstairs."

to make the time fly fast et aeg läheks kiiresti

24 LESSON TWENTY-FOUR KARL MARX IN ENGLAND

Karl Marx, founder of scientific socialism, came to England on August
 26th, 1849 and remained there until his death on March 14th, 1883.

We must not forget that he lived in the country of the **Industrial**
 Revolution and of the first industrial working class. The house where
 he lived in South West London is still standing. Marx became a regular
 reader of the library of the British Museum. It was here that he studied
 most of the **material** for "**Capital**" and wrote it down. English **experience**
 served Marx as one of the most important **sources** from which he
 developed his theories.

From the very **beginning**, Engels was his best friend. He lived near
 the Regent Park Zoo and could walk to Marx's house in Hampstead. It
 was a quarter of an hour's walk. At times it was only his financial help
 which was able to save the Marxes from starvation.

The last 15 years of Marx's life were the busiest for him. It was at
 that time that he wrote his "**Critique of the Gotha Programme**" and
 corresponded with socialists all over the world. He was very ill,
 nevertheless he wanted to finish the second and third volumes of
 "**Capital**".

Karl Marx died at his desk in his study and was buried nearby in
 Highgate Cemetery. The Marx Memorial Library at Clerkenwell Green,
 near the City, is housed in a building once used by Lenin.

NOTES TO THE TEXT

it was here that he studied siin ta uuris (või töötas) läbi
 from the very beginning päris algusest peale

Engels [ˈɛŋɡəlz]

a quarter of an hour's walk veerand tunni tee, veerandtunniline käik
 at times mõnikord, vahetevahel

the Marxes [ˈdʒɔːmɑːksɪz] Marxid

the working class of the country riiklannanimeste ees mil mures tarvitatakse määravat artiklit.

"Critique of the Gotha Programme" [kriˈtiːk əv ˈðəˈɡoʊtə ˈproʊɡræm] "Gotha programmi
 kriitika"

24 all over the world üle kogu maailma, kogu maailmas
Highgate Cemetery ['haigit 'semitri] Highgate'i kalmistu
Clerkenwell Green ['klaik(ə)nw(ə)l 'grin]

FOR STUDY

Time

TABLE No. 16

| | |
|-----------------------|---|
| this | morning (afternoon, evening) week (month, year) January (February, etc.) spring (summer, etc.) |
| next last | Sunday (Monday, etc.) week (month, year) January (February, etc.) spring (summer, etc.) |
| tomorrow last | evening night |
| tomorrow yesterday | morning (afternoon, evening) |
| the day | after tomorrow before yesterday |

TABLE No. 17

| | |
|--------------|--|
| at | two o'clock, half-past three, etc. |
| on | Sunday (Monday, Tuesday, etc.) May the first (the second of June, etc.) |
| in during | January (February, etc.) (the) spring (summer, etc.) (the year) 1960 |

Form sentences making use of the adverbials of time (ajamäärused) in tables No. 16 and No. 17.

24

READING EXERCISE

[w]

Whether the weather is cold,
Or whether the weather is hot,
You will have to put up with the weather
Whether you like it or not.

GRAMMAR

SIDUVAD ASESONAD (RELATIVE PRONOUNS)

Siduvad asesõnad seovad täiendlauseid pealausetega, olles niisama vastava täiendlause aluseks, sihitiseks või täiendiks. Pealauses on alati mingi sõna, millele siduv asesõna viitab. Seda pealauses esinevat sõna nimetatakse põhisõnaks (Antecedent [ænti'siðent]).

Kui põhisõna tähistab inimest või kõrgemal arenemisastmel seisvat looma, tarvitatakse täiendlause alguses siduvaid asesõnu **who**, **whose**, **whom**:

The man **who** is standing at the bus-stop is a well-known sportsman.
This is the girl **whose** father is a doctor. This is the student **whom** we have elected chairman. (See on üliõpilane, kelle me valisime koosoleku juhatajaks.)

Kui põhisõna tähistab eset, abstraktset mõistet või looma, siis tarvitatakse täiendlause alguses siduvat asesõna **which**:

Where is the article **which** you have translated?

Siduvat asesõna **that** tarvitatakse piiritleva täiendlause alguses niihasti elusolendide kui ka esemete ja abstraktsete mõistete kohta:

Bring me the book **that** you spoke about.

The doctor **that** (= whom) I visited yesterday is a specialist in heart diseases. (Arst, kelle juures ma eile käisin, on südamehaiguste eriarst.)

Asesõna **that** tarvitatakse ka juhul, kui esineb kaks põhisõna, millest üks tähistab olendit, teine aga eset või abstraktset mõistet:

All the passengers and all the goods **that** were on board the ship were saved. (Kõik reisijad ja kogu kaup, mis oli laeval, päästeti.)

Siduvad asesõnad jäävad kõnekeeles sageli ära, kui nad on piiritleva täiendlause sihitiseks (mitte aluseks!):

In the room I saw a tall man (**whom**) I didn't know.

Here is the picture (**which**) you asked for.

Kui siduv asesõna esineb koos prepositsiooniga, seisab see kas side-
sõna ees või täiendlause lõpul (siduva asesõna **that** puhul või siduva
asesõna ärajätmise korral ainult öeldise järel). Kui öeldisele järgneb
sõna, seisab prepositsioon sihitise järel:

1. The house **in which** I live is large.
2. The house **which** I live **in** is large.
3. The house **that** I live **in** is large.
4. The house I live **in** is large.

1. The young man **to whom** I spoke is my fellow student.
2. The young man **whom** I spoke **to** is my fellow student.
3. The young man **that** I spoke **to** is my fellow student.
4. The young man I spoke **to** is my fellow student.

1. The book **about which** I told you is in Russian.
2. The book **which** I told you **about** is in Russian.
3. The book **that** I told you **about** is in Russian.
4. The book I told you **about** is in Russian.

Alus-, öeldistäite- ja sihitislauseid seovad pealausega
asesõnad **who, whose, whom, what ja which**:

What is said is quite true [aluslause].

The problem was **which** road to take [öeldistäitelause].

I don't know **who** was here before [sihitislause].

EXERCISE 1

Form nouns from the following words.

to act, to adapt, to announce, to answer, to begin, to change, to
communicate, to dine, to discuss, to hope, to injure, to know, to light,
to orbit, to work.

EXERCISE 2

Form adjectives from the following words.

attention, care, colour, end, England, fear, fog, gold, help, importance,
live, possibility, stranger, sunlight, truth, wind

EXERCISE 3

Translate into Estonian paying attention to the prepositions.

1. It is **about** six o'clock now.
2. I did not see him **on** Friday.
3. All the family were together **at** dinner.
4. He stayed in Leningrad **for** a few days.
5. This happened **in** 1944.
6. Winter begins **in** December.
7. I have not seen him **since** yesterday.
8. He will come back **on** Monday.
9. He will come back **by** Monday next.
10. The lectures begin **at** eight o'clock.
11. I have been very busy **during** this week.

EXERCISE 4

Use the Relative Pronouns **who, whose, whom, that, which**.

1. This book ... was given to me by Harry has 345 pages.
2. The dog ... ran away with my meat is Tom's.
3. The woman ... spoke next was a newspaper writer.
4. The film ... we saw yesterday is not a very good one.
5. The man ... you saw in my office yesterday was Mr. Brown.
6. Mr. Peters, ... you heard in that discussion, has worked in newspaper offices for fifteen years.
7. Do you like the story ... we are reading?
8. Ann ... brother Peter you know is going to Moscow with a group of tourists.

EXERCISE 5

Rewrite the sentences according to the model (Kirjutage laused ümber vastavalt mudelile).

Model. Take the book **about which** I spoke.
Take the book **which** I spoke **about**.
Take the book **that** I spoke **about**.
Take the book I spoke **about**.

1. The shop at which I buy my tea is closed between one and two o'clock.
2. The people about whom we were talking have gone to the country.
3. The girl to whom I gave the book is your sister.
4. Is this the box in which you keep your knives?

24 EXERCISE 6

Supply for or since.

1. Tom has been away from school ... two weeks.
2. The children have been in the country ... Tuesday.
3. I haven't had a letter from Mary ... September last.
4. I haven't been to the cinema ... five weeks.
5. She has been at her desk ... four hours.
6. We have lived here ... last summer.

EXERCISE 7

Answer the questions.

1. When did Karl Marx come to England? 2. For how many years did he remain there? 3. When did he die? 4. What did he study in the library? 5. What was one of the most important sources for his theories? 6. Who was Marx's best friend? 7. Where did Engels live at that time? 8. How far was it from Marx's house? 9. What saved the Marxes from starvation? 10. Whom did Marx correspond with? 11. What did he write? 12. How did he die? 13. Where was he buried? 14. Where is the Marx Memorial Library housed?

EXERCISE 8

Speak about your studies and your working day. Make use of the vocabulary given below (*Kasutage allpool toodud sõnavara*).

1. MY STUDIES

a lesson, a lecture, to speak, to write, to make notes, to make mistakes, to correct the mistakes, to prepare, to work hard at (*millegi kallal tublisti töötama*), together, to translate, to read, a library, from the library, to know, well, badly.

2. MY WORKING DAY

to get up, early, to wash, to dress, to go by bus, at the bus-stop, a building, high, to hurry, to work hard, to be busy, a political society, to discuss an important question, to last, to come home (*koju jõudma*).

25 LESSON TWENTY-FIVE WEATHER AND SEASONS

After C. E. Eckersley

When two English people meet, their first words will be "How do you do?" or "How are you?" and after the reply "Very well, thank you; how are you?" the next remark is almost certain to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply, "Yes, it's wonderful weather we are having. There is hardly any wind at all. I hope it will keep fine; it seems almost too good to last."

Or perhaps the day is dull; it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. As the cars and buses go along the street they splash water and mud on the passers-by.

Gradually it gets darker; a thick fog is spreading over London. The lamps are lit in the streets and in the shops; cars and buses put on their lights and can only crawl along. As one friend bumps into another, he says, "Isn't it a beastly day?" "Yes," replies the other, "you can hardly see a yard in front of you."

Then comes winter. The sky is grey. Snowflakes fall from the grey sky and we say, "It's snowing." When there has been a good fall of snow the ground is covered with a white sheet. There are loads of snow on the branches of the trees, and you say, "What deep snow!" and your friend will return, "Yes, the snow lies deep."

Then a frost sets in. The ground is like iron and rings under our feet, the frost sparkles on the branches, and icicles hang from the roofs of the houses.

It is still freezing hard and the ponds are frozen over. There are crowds of people on them sliding and skating, and here is a merry group of school-boys having a fight with snowballs. It is very pleasant while the frost lasts.

NOTES TO THE TEXT

how are you? kuidas käsi käib?

it is almost certain to be on peaaegu kindlasti

it's wonderful weather we are having ilm on meil (tõesti) suurepärase

there is hardly any wind at all pole peaaegu üldse tuult

I hope it will keep fine ma loodan, et ilm püsib ilusana

it seems almost too good to last ta näib olevat liiga hea, et kesta

isn't it a beastly day? kas pole vastik ilm?

it's snowing lund sajab

a good fall of snow tugev lumesadu

the snow lies deep lumi on sügav

frozen over kinni külmunud

to have a fight with snowballs lumesõda pidama

FOR STUDY

TABLE No. 18

| | | | |
|--|-----|---|------------|
| I was here I was there I was waiting | for | a few minutes a quarter of an hour half an hour the whole morning two days three weeks two months three years a short time a long time an hour and a half | wasn't I? |
| I have been here I've been there I've had it | | | haven't I? |
| I did it I used it I had it | | | didn't I? |

TABLE No. 19

| | |
|---|--|
| these are those are these are not those are not are these are those these things are called I want a few let me have some are there many there aren't many do you want some more | knives cups plates matches pens pencils copy-books flowers pictures tapes |
|---|--|

IRREGULAR VERBS

- to wear [weə] (kandma) — wore [wɔr] — worn [wɔrn]
 to spread [spred] (levima) — spread [spred] — spread [spred]
 to fall [fɔl] (langema) — fell [fel] — fallen [ˈfɔl(ə)n]
 to set [set] in (algama) — set in — set in
 to freeze [friːz] (küluma) — froze [ˈfrouz] — frozen [ˈfrouzn]
 to light [laɪt] (võitlema) — fought [fɔɪt] — fought [fɔɪt]
 to slide [slaɪd] (liugu laskma) — slid [slɪd] — slid

READING EXERCISE

[tʃ] or [dʒ]

- Charles will join James in June.
- Children like to munch [ˈmʌntʃ] chocolate [ˈtʃɒk(ə)lɪt] for a change.

EXERCISE 1

Read the dates (*Lugege kuupäevad*).

- The 7th of November.
- December 31st.
- The 3rd of July.
- January 1st.
- On September 22nd.
- The 15th of May.

EXERCISE 2

Fill in the blanks with Personal and Possessive Pronouns.

- Charles is a worker. Harry is ... friend. Did you see ... yesterday?
- Mary is reading a letter. ... comrades are listening to
- English experience was one of the most important sources from which Marx extracted ... theories. Engels was ... best friend.
- Mrs. Brown has lost ... ring. ... cannot find ... anywhere. ... took ... off ... finger when ... was washing ... hands before dinner.

EXERCISE 3

Conjugate in the Present Indefinite Tense.

I wash my hands
 you wash your hands
 etc.

Conjugate in the Future Indefinite Tense.

I shall do it myself
 you will do it yourself
 etc.

EXERCISE 4

Fill in the blanks with any or some.

- Give me ... water to drink.
- Mother gave us ... milk for supper.
- Are there ... cups on the top shelf?
- I gave my friends ... books to

read. 5. You may take ... book you like. 6. There are ... windy days in autumn. 7. Sometimes there is hardly ... wind at all. 8. ... people never carry an umbrella with them.

EXERCISE 5

some, any

Make the sentences interrogative.

1. There are some lamps lit in the shops. 2. There are some stamps in the automatic stamp-machine. 3. I want to post some letters. 4. There were some strangers at our last lecture. 5. You will find some business firms there. 6. There were some clouds in the sky. 7. I met some of my friends at the concert the other day. 8. Mother bought some meat for dinner.

EXERCISE 6

Translate into English.

1. Täna on ilus hommik, eks ole? 2. Ma loodan, et ilm püsib ilus. 3. Täna on kaunis külm. 4. Praegu tuleb pisut vihma. (Present continuous) 5. Kui vihma sajab, kannavad kõik (everyone) vihmamantlit. 6. Autod pritsivad vett ja pori jalakäijatele. 7. Londonis on sageli lüüesid udusid. 8. Siis panevad autod oma tuled põlema. 9. Talvel sajab lund, mitte vihma. 10. Maapind on kaetud lumega. 11. Majade aknad ripuvad jääpurikad.

EXERCISE 7

Read and translate.

1. What was the weather like yesterday?

It was rather hot.

2. What is the weather like in June?

It is warm and sunny.

3. What does your garden look like in spring?

It looks lovely.

4. What is summer like in this country?

It is not too hot and sometimes it is rather rainy.

5. What do ponds look like when it is freezing hard?

They are frozen over and look like glass.

6. What does your room look like?

It is warm and light.

7. What is your house like?

It is beautiful.

EXERCISE 8

Answer the questions.

1. What do two English people say when they meet? 2. What does London look like on a foggy day? 3. When do you say "What deep snow!"? 4. What does everything look like when a frost sets in? 5. Which season do you like best? And why? 6. When can school-boys have a fight with snowballs?

EXERCISE 9

Translate into Estonian.

A RAINY DAY EPISODE

It was raining hard, but when I went to get an umbrella, I found that out of the five umbrellas we have at home there was not one I could use. I decided to take all the five umbrellas to an umbrella-maker.

So I took them, left them at the umbrella-maker's, saying that I would call for the umbrellas on my way home in the evening. When I went to dine in the afternoon, it was still raining hard. I went to a nearby restaurant, sat down at a table and had been there only a few minutes when a young woman came in and sat down at my table. I was the first to finish and when I got up, I absent-mindedly took her umbrella and started for the door. She called out to me and reminded me that I had taken her umbrella. I returned it to her with many apologies.

In the evening I called for my umbrellas, bought a newspaper and got on a tram. The young woman was in the tram too. She looked at me and said, "You've had a successful day today, haven't you?"

I would call for the umbrellas ma tulen vihmavarjudele järele
I was the first to finish mina lõpetasin esimesena
I started for the door ma hakkasin ukse poole minema
I got on a tram ma läksin trammi peale

"When spring comes the snow begins to melt. We say, 'It thaws.' The sun grows warmer and under the bright sunrays the icy sheet on the rivers and lakes begins to melt too. Soon there is plenty of water everywhere.

Small rivulets flow down the streets. The air is fresh and there are young buds on the trees. The first crocuses appear in the parks. The buds gradually turn into small young leaves. The blossoms on the fruit-trees fill the air with fragrance. It is just the day for a good country walk; let us have a tramp down the country lanes and in the meadows.

There are often heavy showers in April. But after a shower everything looks fresh and gay again. Soft white clouds are floating across the blue sky, and the sun is shining brightly. Raindrops and dew-drops shine on every small green leaf and every blade of young grass.

The farmer has ploughed his fields and the new corn is just beginning to appear above the ground.

By and by the sunrays become hot, the days are long, the nights are short and warm — summer has come. When it is hot there are thunderstorms. You can't even believe there will ever be an end to the loud rolls of thunder, the lightning and the downpour. But suddenly it is over. After such a heavy fall of rain all the plants are refreshed. Everything looks fresh and bright. The rivers are glittering in the sun, the sea is calm — what fine weather.

Soon autumn and harvest time will come. When the corn has turned ripe and golden the farmer will reap it and put it in the barn. There is good reason for the farmer to be happy when the harvest has been good.

Though there is usually much rain, mud and fog in autumn there may even be a spell of sunny weather in September. It is called Indian summer. The sky seems high, the sun shines and the earth is covered with fallen leaves. It is such a pleasure to watch the yellow and red leaves fall on the paths in the parks and gardens. Let's go for a walk!

NOTES TO THE TEXT

the icy sheet jääkate

blade of grass rohulible

by and by peagi, varsti

a roll of thunder kõuemürin

a heavy fall of rain tugev vihmahoog

there is good reason for the farmer to be... talumehel on küllalt põhjust olla

a spell of sunny weather päikesepaisteliste ilmade periood

Indian summer järeisuvi, hilissuvi, «vananaiste suvi»

to watch the leaves fall vaadelda lehtede langemist

FOR STUDY

TABLE No. 20

| | | | | | |
|-----------------------|---------|----|--------|----|--------------|
| This box | is | as | large | as | that box. |
| This line | is | as | long | as | that line. |
| Your exercises | are not | so | easy | as | mine. |
| That tree | isn't | as | high | as | this tree. |
| Tom | isn't | as | strong | as | his brother. |
| Mr. Green's motor-car | isn't | as | large | as | Mr. Brown's. |

Märkus. Võrdluse puhul tarvitatakse inglise keeles algvõrdega jaatavais lauseis sidesõnu as...as (nii...kui, niisama...kui), ei-
lavais lauseis not so...as või not as...as (mitte nii...kui).

TABLE No. 21

| | | | | |
|------------------------|---------|-------------------------------------|----|----------------------------------|
| Ann has. Ann hasn't | as many | books pens flowers friends | as | Mary her sister the others |
| | as much | time milk bread money | | |

TABLE No. 22

| | | | | | |
|--------------|---------------|----------|---------------|------|---------------|
| There are | more fewer | students | in my class | than | in your class |
| | | books | on this shelf | | on that shelf |
| | | chairs | in this room | | in that room |
| | | pages | in this book | | in that book |

| | | | | | |
|----------|--------------|-------|----------------|------|----------------|
| There is | more less | milk | in this glass | than | in that glass |
| | | meat | on my plate | | on your plate |
| | | fruit | in this garden | | in that garden |
| | | fish | in this river | | in that river |

IRREGULAR VERB

to grow [grou] (muutama; kasvama) — grew [grui] — grown [groun]

READING EXERCISE

- [1] 1. Bill and Nick drink milk in the evening.
[2] 2. Mog and Nelly went to bed at ten.
[3] 3. The black cat is glad to catch a fat rat.

EXERCISE 1

Fill the missing forms.

| | | | | | | | | |
|-------|---------|-----|-------|------|-----|-------|------|-------|
| how | | say | | lay | | | | |
| stuck | | | spoke | | lay | | went | |
| | written | | | done | | eaten | | flown |

EXERCISE 2

Find what belongs together.

1. In winter the ground have a fight with snowballs.
2. In autumn the corn looks fresh again.
3. When the frost sets in the rivers plough their fields.

4. After a heavy fall of rain every-thing
5. On a sunny day the rivers
6. The blossoms of the fruit-trees
7. After a good fall of snow the school-boys
8. When spring comes the collective farmers

fill the air with fragrance.
turns ripe.
are frozen over.
are glittering.
is covered with snow.

EXERCISE 3

Form questions to the words in space type.

1. When spring comes the snow begins to melt. 2. There is plenty of water everywhere. 3. The first crocuses appear in the parks. 4. The buds gradually turn into small young leaves. 5. There are often heavy showers in April. 6. After a shower everything looks fresh and gay again. 7. Soft white clouds are floating across the blue sky. 8. The farmer has ploughed his fields. 9. When it is hot there are thunderstorms. 10. After such a heavy fall of rain all the plants are refreshed. 11. Everything looks fresh and bright.

EXERCISE 4

Fill in the blanks with can, may, must or their equivalents.

1. Kate is only seven years old, but she ... already read. 2. ... I do it now, or ... I do it later? 3. Children ... not play ball in the street. 4. I want to come with you, ... I? 5. The room was so dark that we ... see nothing. 6. Everybody ... dress warmly on cold days. 7. As he ... not find his pen, he ... to buy a new one. 8. You ... to work better tomorrow if you go to bed early tonight.

EXERCISE 5

Fill in the blanks with the articles a, the where necessary.

1. When ... spring comes ... snow begins to melt. 2. ... sun grows warmer and warmer. 3. ... soft white clouds are floating across ... blue sky. 4. ... first spring flowers appear in ... parks and in ... meadows. 5. I like ... good country walk on ... such ... day. 6. In ... summer it is hot in ... daytime and even ... nights are warm. 7. Soon ...

26 autumn and ... harvest time will come. 8. When ... corn has turned ripe and golden ... farmer will reap it and put it in ... barn. 9. Let us go for ... walk.

EXERCISE 6

Finish the following sentences.

1. I shall go to the country when
2. We shall visit Comrade N. if
3. Stay here till
4. We shall finish this work before
5. My sister will go to Leningrad as soon as
6. I shall give you this book after

EXERCISE 7

Translate into English.

1. Aprillis sajab sageli vihma.
2. Kõik muutub roheliseks.
3. Mai on kõige ilusam kuu.
4. Kevadlilled ilmuvad aasadele.
5. Taevas on sinine.
6. Päike paistab heledasti.
7. Jõed ja ojad sädelevad päikese käes.
8. Me loome pikki jalutuskäike maale.
9. Meie veedame oma suvevaheaja maal.
10. Kuid suvi ei kesta kaua.
11. Varsti tuleb sügis.
12. Ja kool algab siin septembril.

EXERCISE 8

Translate into Estonian.

A DIALOGUE

Lucy. Look at those clouds! How black they are! There's a thunderstorm coming on. Aren't you afraid?

Little Nancy. Oh, no! I like it. See what a flash of lightning!

Lucy. Yes, and there's a clap of thunder. The first thunder this year.

Little Nancy. Shall I turn off the radio?

Lucy. What? The thunder is so loud I can't hear you.

Little Nancy. I say I shall turn off the radio. Mummy says it's better to turn it off during a thunderstorm.

Lucy. Then do, dear. And I'll shut the window. A gust of wind may break the pane.

Little Nancy. Oh, what a shower!

Lucy. It'll lay the dust and revive the flowers in the garden.

Then do sis tee seda

It'll lay the dust see lööb tolmu kinni

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LESSON TWENTY-SEVEN

'THE DAY OF OUR GLORY'

By James Aldridge

When I was a boy we had to learn the Marseillaise as part of our French instruction. At first we all sang it without knowing what we were singing, but our French teacher, who was a Canadian, told us one day what it meant, literally, in English.

"Let us go, children of our country," she translated, "The day of our glory has arrived. Against us tyranny. But our bloody standard has been raised." And so on until: "To arms, citizens. Form your battalions. Let us march..."

In literal English it, in fact, embarrassed us boys. And suddenly I understood for the first time in my young life what the French revolution must have meant.

Republicanism, citizens arising, arms against tyranny. But it took me many years to connect them all up with our own lives, with work, politics, class and the tyrannies of my day. It took me years to see the world through the eyes of the original feeling in the Marseillaise, and through the eyes of the working man — the man who has always carried the world on his back and who has always had to fight revolutions.

Many years later, when I was standing for the first time in Red Square on May Day, I felt once more what I had felt that day as a boy when I understood the Marseillaise. For the first time in my life I felt just how victorious a working class had been, because here was the result of it: republicanism, citizens who had risen, men who had fought bitterly against tyranny. It had finally come to success.

Since then I have always connected the Marseillaise and May Day quite closely — the song of a revolution with those masses and masses of people marching through Red Square carrying children on their shoulders and waving bunches of flowers.

The working class has proved that it can be victorious, that it can do anything and more than any other ruling class can do. So we recognize our own future in May Day. When the day comes and we all recognize that everything depends on the working man and he recognizes it himself, then this old day of international solidarity will become the first real holiday.

NOTES TO THE TEXT

Marseillaise [maise'leiz] Prantsuse kodanliku revolutsiooni ajal 1792. a. loodud võitluslaul; praegu Prantsuse rahvushümn.
Against us tyranny. Meie vastu on türannia.
Sõda on tegemist elliptilise ehk väljajäätelise lausega, milles puudub öeldis is (= against us is tyranny).

what the French revolution must have meant mida Prantsuse revolutsioon pidi olema tähendanud
 who has always had to fight revolutions kes on alati pidanud tegema revolutsioone
 it had finally come to success lõpuks oli seda krooninud edu
 it can do anything and more than any other... ta suudab teha kõike ja rohkem kui miski teine...

IRREGULAR VERBS

to mean [mim] (tähendada). — meant [ment] — meant
 to arise [ə'raiz] (üles tõusma) — arose [ə'rouz] — arisen [ə'rɪzn]

READING EXERCISE

[15]

1. He fears the mere idea of tears.
2. Cheers! The beer is nearly here.
3. He merely peered at the deer.

GRAMMAR

1. PASSIIVI TÄISMINEVIK (THE PRESENT PERFECT PASSIVE)

Passiivi täisminevik moodustatakse abiverbi **to be** täisminevikust ja põhiverbi mineviku kesksõnast.

| Affirmative | Negative | Interrogative |
|--|--|--|
| I have been called (mind on kutsutud) | I have not been called (mind ei ole kutsutud) | have I been called? (kas mind on kutsutud?) |
| you have been called | you have not been called | have you been called? |
| he } has been called she } it } | he } has not been called she } it } | has { he } been called? she } it } |
| we have been called | we have not been called | have we been called? |
| you have been called | you have not been called | have you been called? |
| they have been called | they have not been called | have they been called? |

Jaatavad lühivormid:

I've been called, you've been called, he's been called jne.

Eitavad lühivormid:

I haven't been called, you haven't been called, he hasn't been called jne.

He **has been asked** many questions. (Talle on esitatud palju küsimusi.)
 Many new school-houses **have been built** in our town. (Meie linnas on ehitatud palju uusi koolimaju.)

2. PASSIIVI ENNEMINEVIK (THE PAST PERFECT PASSIVE)

Passiivi enneminevik moodustatakse abiverbi **to be** enneminevikust ja põhiverbi mineviku kesksõnast.

| Affirmative | Negative | Interrogative |
|--|---|--|
| I had been called (mind oli kutsutud) | I had not been called (mind ei olnud kutsutud) | had I been called? (kas mind oli kutsutud?) |
| you had been called | you had not been called | had you been called? |
| he } had been called she } it } | he } had not been called she } it } | had { he } been called? she } it } |
| we had been called | we had not been called | had we been called? |
| you had been called | you had not been called | had you been called? |
| they had been called | they had not been called | had they been called? |

Jaatavad lühivormid:

I'd been called, you'd been called, he'd been called jne.

Eitavad lühivormid:

I hadn't been called, you hadn't been called, he hadn't been called jne.

On March 18, 1965, people all over the world learnt that a new space-ship **had been brought** to its orbit with two men, Pavel Belyayev and Aleksei Leonov, on board. (18. märtsil 1965 said inimesed kogu maailmas teada, et orbiidile oli viidud uus kosmoselaev kahe mehega, Pavel Beljajevi ja Aleksei Leonoviga pardal.) Cosmonaut Aleksei Leonov **had been televised** when he left the ship in space. (Televiisioonis näidati kosmonaut Aleksei Leonovit, kui ta lahkus kosmoselaevast maailmaruumi.)

EXERCISE 1

Conjugate in the Present Perfect Passive.

I have been asked to write about May Day
you
etc.

I have been given a book on French Revolution
you
etc.

EXERCISE 2

Form sentences.

1. through, of, on, Red, are, Day, Square, people, May, masses, marching.
2. on, little, their, children, men, shoulders, carrying, are.
3. and, of, are, red, flags, bunches, children, flowers, waving.
4. the, the, in, been, working, victorious, has, Union, class, Soviet.
5. up, it, built, Socialism, has.
6. and, on, to, its, our, now, way, is, Communism, class, working.

EXERCISE 3

Find pairs of synonyms.

near, all things, word for word, must, in the beginning, everyone,
everything, teaching, flag, close, real, unite, have to, at first, literally,
not artificial, standard, connect, instruction, everybody.

EXERCISE 4

Put into Indirect Speech.

1. James Aldridge said, "Our French teacher translated the Marseillaise into English, literally."
2. He said, "This literal English translation embarrassed us."
3. He asked, "Have you ever understood it?"
4. He said, "I visited Moscow on May Day."
5. He wrote to his friend, "I saw masses of people marching through Red Square."
6. The teacher said, "Men have fought bitterly against tyranny."
7. She said, "Some day the working class of the capitalist countries will be victorious too."

EXERCISE 5

Change from the Active into the Passive.

Model. We have read this book.

This book has been read by us.

1. They have raised the standard of the revolution.
2. We have written two exercises for today.
3. The students have done much today.
4. The old gentleman has told us many interesting stories. (2 varianti)
5. Mr. Simpson has posted the letter.
6. They have built good new laboratories.
7. The boys have learnt a revolutionary song.

EXERCISE 6

Translate into English using the Present or Future Indefinite.

1. Kui ma ei ole pühapäeval kinni (*busy*), lähen ma oma sõpra vaatama. 2. Me läheme homme jalutama, kui vihma ei saja. 3. Niipea kui Ann tagasi tuleb, hakkame lõunat keetma. 4. Ma hakkam raadiot kuulama, kui tund on läbi. 5. Ma töotan aias, kuni hakkab pimedaks minema. 6. Te võite siia jääda, kuni ma raamatukogust tagasi tulen.

EXERCISE 7

Answer the questions.

1. What was part of Aldridge's French instruction? 2. How did they sing the Marseillaise? 3. What embarrassed the boys? 4. What had taken Aldridge many years to understand? 5. What did he feel when he was standing in Red Square on May Day? 6. What did he watch on May Day? 7. What has the working class of the Soviet Union proved? 8. When will May Day become a real holiday for the whole world?

EXERCISE 8

Translate into Estonian.

THE STORY OF A STATUE

The Statue of Charles I has a very amusing history. After the English Civil War (1642—1646) it was taken down and sold to a cutler. He immediately made great numbers of knives and forks with bronze

handles. He told everybody that they were the best knives and that he had made them from the metal of the statue. They were quickly bought, both by the friends and the enemies of the late monarch. The cutler soon made a lot of money and retired from business.

Some time after the Restoration the government wanted to put up a new statue to the memory of Charles I. When the cutler heard of this he told the government that he had hidden the old statue and that he would sell it to them at a moderate price. They agreed and the monument was put up again in the place where it stands now.

Charles I loe: Charles the First; Inglise kuningas (1600—1649), valitses aastail 1625—1649

great numbers of suur hulk

the late monarch ['monək] hiljuti surnud kuningas (tõli valitseja)

the Restoration [resto'reiʃ(ə)n] Stuartite võimu restauratsioon Ingliseaastal (a. 1660)

at a moderate price mõõduka hinnaga

28 LESSON TWENTY-EIGHT AT A COLLECTIVE FARM

Maria Saar took her children to the country for the summer. They stayed with her parents at a collective farm. It was a beautiful place. The village was situated on the bank of a large river and there was a forest not far away.

The children got up early in the morning, ran down to the river for a swim and then returned to help Mother prepare breakfast. After breakfast Mother did what was necessary about the house and then they went to the woods or to the river. Mother often took little Siiri with her to the poultry farm, where Siiri used to watch grandmother feed the poultry.

The boys helped to hoe, weed and water the plants. Even little Siiri helped.

They also went to the woods together with their grandfather and had long walks there. They went to pick berries and gather mushrooms.

The collective farm was specializing in dairy farming. It had greatly increased its milk output. They had a great number of cattle. The collective farmers had improved the fodder supply by growing more maize. More mineral fertilizers were being used.

The number of poultry was also increasing. Electricity was being used on a large scale. Many tractors and other machines worked in the fields of the collective farm.

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The hay-crop was good and so were the other crops.

The Saars came back to town before the harvesting was over. The children were tanned and rosy-cheeked, strong and healthy. They enjoyed their summer vacation very much. Now they were eager to go back to school again.

NOTES TO THE TEXT

collective farm kolhoos

not far away mitte kaugel, lähedal

ran... for a swim jooksid... ujuma

mother did what was necessary about the house ema tegi vajalikud kodused toimetused

to the woods metsa (inglise keeles kasutatakse mitmuse vormi)

poultry farm linnufarm

Siiri used to watch Siiril oli harjumuseks vaadata (kuidas...)

dairy farming piimakarja pidamine

by growing more maize kasvatades rohkem maisi

mineral fertilizer mineraalväetis

on a large scale laialdaselt, suures ulatuses

in the field põllul

they were eager to go back to school again nad tahtsid väga jälle kooli minna

IRREGULAR VERB

to feed [fi:ɪd] (toitma) — fed [fed] — fed

FOR STUDY

TABLE No. 23

| | |
|------------------------------|----------------|
| there's nothing at all | on the table |
| there isn't anything at all | on the floor |
| there wasn't anything at all | on the ground |
| there's hardly anything | on the ceiling |
| I can hardly see anything | on the wall |
| I could hardly see anything | in the box |
| | in the town |
| | in the street |
| | in the country |
| | in the room |

TABLE No. 24

| | | | | |
|--------------------|----------|------|---------|----------------|
| it's the | first | time | I've | seen it |
| this is the | second | | he's | played it |
| I think it's the | third | | she's | looked at it |
| I may say it's the | fourth | | we've | been here |
| he says it's the | fifth | | you've | been there |
| | sixth | | they've | used it |
| | seventh | | the | tried it |
| | eighth | | others | heard it |
| | ninth | | have | wanted it |
| | tenth | | | spoken to him |
| | eleventh | | | made a mistake |
| | twelfth | | | had it |

READING EXERCISE

Tühenduslikult eriti tähtsate sõnade tugev rõhutamine lauses.
There was a 'smell of "hot 'bread in the air.

.....

He heard a "noise in the room.

.....

Bob has de'cided to 'sleep at "home tonight.

.....

EXERCISE 1

Form adjectives from the following nouns.

snow, ice, fog, grass, rose, sun, dust, cloud, smoke, noise, wind, frost, rain.

EXERCISE 2

Change from the Passive to the Active. For the subject (aluseks) use we, you, they or somebody's name.

1. All the words on the blackboard were wiped out. 2. Some tables will be brought here from the other room. 3. All the parents were invited to the meeting. 4. That same evening we were taken home by bus. 5. Two foreign languages are taught at this school. 6. The letter was posted at last. 7. The books were returned to the library in time.

EXERCISE 3

Find pairs of antonyms.

unhappy, give, stay, north, short, small, silence, send, leave, ill, same, big, noise, different, tall, happy, summer, sit, healthy, winter, take, stand, south, receive

EXERCISE 4

Fill in the blanks with prepositions where necessary.

1. ... the summer vacation the children stayed ... their parents ... a collective farm. 2. The village was situated ... the bank ... a large river. 3. The collective farmers were working ... the fields. 4. Little Siiri went ... her grandmother ... the poultry farm. 5. The children often went ... the woods. 6. Sometimes they came ... home late ... the afternoon, hands full ... flowers and bags full ... mushrooms. 7. They went ... bed tired but happy. 8. ... night they slept ... any dreams.

EXERCISE 5

Find what suits together.

Instruction
cattle
forest

maize
improve
literally

is a flag
is also called Indian corn
is a large number of people all together
is a flower partly opened
means word for word
are farm animals such as oxen and cows

standard
to have a tramp
downpour

crawl
crowd
bud

is another word for teaching
is to walk slowly
is a large area (*ala*) of land
covered with trees
is to make better
is a heavy fall of rain
means to have a long walk

EXERCISE 6

Translate into English.

1. Palun äita mul lilled ära kasta. 2. Nad läksid metsa marjule. 3. Oli siin repärane suvi ja me kõik päevitusime prauniks (*got tanned*). 4. Kas siin usud, et ma oskan ujuda? 5. Suudad sa ujuda üle selle jõe? 6. Ma võtsin ta tihti enesega seenele kaasa. 7. Nad harjusid tegema pikki jalutuskäike. 8. Tänavu oli hea heinasaak. 9. Lastel oli harjumus vaadata, kuidas ema lõunat tegi.

EXERCISE 7

Answer the following questions.

1. Where did Maria Saar take the children for the summer? 2. With whom did they stay there? 3. Where was the village situated? 4. What did the children do before breakfast? 5. What did mother do after breakfast? 6. Where did they go after that? 7. Why did Siiri like to go to the poultry farm? 8. How did the boys help the collective farmers? 9. What did they bring home from their walks to the woods? 10. What was this collective farm specializing in? 11. What had it increased? 12. How had the collective farmers improved the fodder supply? 13. What were the boys like? 14. When did the Saars come back to town? 15. What were the children like when they returned from their summer vacations? 16. What do you intend to do in summer?

EXERCISE 8

Translate into Estonian.

WEY TOSSED FOR IT

Two school-boys were invited by their aunt to spend their holiday in the country. The aunt told them that she would be glad to have only one of them as her room was too small for both. Soon one of the brothers

arrived and was asked by the aunt how he and his brother had decided who was to come. The boy answered:

"We tossed for it."

"Oh, indeed," said the aunt, "and you, of course, were the winner?"

"No," answered the boy, "I lost."

29 LESSON TWENTY-NINE THE END OF THE TERM

I

An end-of-term social and dance is being held at the Students' Club next Saturday evening, but not everything has been arranged yet. The Organizing Secretary has been taken ill, so at the last minute Ann has been put in charge of the arrangements instead. She tried to get out of it, but nobody else would take it on. Besides, she was the best person for the job.

And here she is in the big hall, with lots of other students crowding round her.

Ann. Is that the stage? We must have it raised — it's too low. You boys, why are you hanging about here? I want the stage raised about 30 centimetres. You can get on with that while I see about the curtain.

Mary. Now look, Ann, isn't the curtain an awful colour! Can't we get it dyed?

Ann. Of course it's awful. Besides, it isn't hanging properly. Peter, you find a ladder and take the curtain down, please. But we can't do without a curtain; that would spoil the show. We'll put it back when we've had it dyed and pressed.

Peter. Isn't the band here yet?

Ann. They were supposed to be here at five o'clock. Well, we must carry on without them.

Peter. What's on the programme?

Ann. John was going to sing some Italian songs but he has dropped out. Never mind, at least we can count on Jack to play his accordion. Besides, John hasn't much of a voice.

Peter. But we must have something else to fill up the programme.

Helen. Tony has a nice voice. He could sing a song or two.

Ann. Yes, I know, but we have enough singers already. Can't he do something else?

Helen. He could do some tricks.

Ann. That's a good idea!

NOTES TO THE TEXT

The Organizing Secretary has been taken ill korraldav sekretär on haigestunud
Ann has been put in charge of the arrangements Ann on pandud kõige korraldamise
vest vastutama
to get out of (millestki) lahti saama, vabanema
but nobody else would take it on aga keegi teine ei taha seda enda peale võtta
the best person kõige sobivam isik
you can get on with that te võite sellega pihta hakata
I see about the curtain mina nootsen eesriide eest
can't we get it dyed? kas me ei saa seda varvida rasta?
to do without a curtain ilma eesriideta lah' a ama
that would spoil the show see rikuks etenduse
they were supposed to be here nad p.d.d sin (cõli kohal) olama
he has dropped out ta on välja langenud
never mind pole viga
John hasn't much of a voice Johnil pole suurem asi hääli
a song or two paar laulu

READING EXERCISE

Read the words; write them, using English letters.

| | |
|------------------|----------------|
| [ə'rein(d)ɜ] | [ilek'trisiti] |
| [ə'rein(d)ɜmɔnt] | [kə'lekʃ(ə)n] |
| [vlikt(ə)ri] | [kə'lektiv] |
| [vliktɔriəs] | [ˈnesis(ə)ri] |
| [lɪntə(r)'næfən] | [ˈspɛʃ(ə)laiz] |
| [nɔl]'dæriti] | [ˈspɛʃəlist] |
| [lɪn'ɑstriəl] | [in'kriits] |
| [ɪl'nænf(ə)l] | [mɔ'fiin] |

EXERCISE 1

Put the verbs in brackets (sulgudes) into the Present Continuous Passive, the Past Continuous Passive or the Present Perfect Passive.

1. Many houses (to build) in Tallinn now. 2. Two years ago that house
will (to build). 3. The windows in the house (not to open) for three
days at least. 4. Two of the tea cups (to break). 5. I want to know
when (to do). 6. I see that her new dress (to spoil). 7. He says he won't
come with us as he (not to invite). 8. You ought to do as you (to tell).
9. Don't speak before you (to ask). 10. The question that (to decide) at
the meeting is very important.

EXERCISE 2

Change from the Active into the Passive.

Model. Somebody has told them to come next week.
They have been told (by somebody) to come next week.

1. Somebody has left the door open.
2. Nobody has slept in her room for months.
3. Has anybody answered your question properly?
4. Nobody has ever spoken to her like that before.
5. Has anybody asked you to come?
6. Whom are they putting in charge of the arrangements?
7. Have you arranged everything?
8. Somebody has taken my pen from my desk while I was in the other room.
9. My friend is inviting me to dinner.
10. Haven't they found the mistake yet?

EXERCISE 3

Put the verbs in brackets into the Present Indefinite, the Past Indefinite, the Future Indefinite, the Present Continuous, the Past Continuous, the Present Perfect, the Past Perfect or the Past Indefinite Passive.

"Don't come to see me tomorrow. I probably (to be) busy all day.
I (to work) at my diploma paper (diplomitöö) now."
"You (not to finish) your diploma paper yet? I (to finish) mine long
ago. It (to take) me three months to write it. Of course I (to collect
[koguma]) all the material before I (to begin) writing."
"You (to hand over) your diploma paper to the professor?"
"No, I (not to be) to the University these last months (viimastel
kuudel). I (to be) ill, you (to know)."
"You (to write) your diploma paper while you (to lie) in bed?"
"Oh, no, I just (to finish) it when I (to be taken) ill. But I am afraid
you (not can) to find a place in the library if we (not to stop) talking."
"Oh, that's all right. I (to go) to the library after lectures. Then I
(to have) time enough to look through the books I (to read) some time
ago."
"Well then, when I (to see) you?"
"Come next Saturday. I hope my paper (to be) ready by that time."

29. EXERCISE 4

Form sentences, making use of the following expressions.

to be taken ill, at the last minute, to get out of something, to take something on, to hang about, to do without something, to have something dyed, to be supposed to, to carry on, to drop out, to count on somebody

EXERCISE 5

Fill in the blanks with words from the text.

1. We had a very good time at the ... social last week. 2. Everybody thought that Ann was the best person for the ... 3. Who is ... the arrangements? 4. Lots of students ... round Ann. 5. I want the stage ... about thirty centimetres. 6. The curtain is an ... colour. 7. When was the band ... to be here? 8. I am afraid we shall have to ... without them. 9. Don't you see that the curtain isn't hanging ...? 10. I can't take the curtain down because I can't find a ... 11. We could ... the programme with one or two Italian songs.

EXERCISE 6

Answer the questions.

1. Where is the end-of-term social to be held? 2. Why isn't everything ready? 3. What did Ann try to do? 4. Why was she put in charge of the arrangements? 5. What does she say about the stage? 6. How much does she want it raised? 7. Who is to raise it? 8. Why does Mary want to get the curtain dyed? 9. Who has dropped out of the programme? 10. What does Ann say about John? 11. What does she say about Jack? 12. Who is good at doing tricks? 13. Are you fond of music? 14. Who is the best singer in your group?

EXERCISE 7

Translate into Estonian.

MARK TWAIN AT THE OPERA

A rich man once invited Mark Twain, the famous American writer and humorist, to the opera, where he and his wife had their own box. During the performance the rich man's wife talked all the time. She

also talked rather loudly. She talked so much that it was often difficult for Mark Twain to listen to the opera.

Towards the end of the performance she turned to Mark Twain and said

"Oh, my dear Mr. Twain, I do want you to be with us again next Friday night. I'm sure you'll like it — the opera will be Carmen."

"Thank you very much," said Mark Twain politely. "That will be fine. I have never heard you in Carmen."

I do want you to be with us ma väga tabaksin, et te oleksite meiega

30 LESSON THIRTY THE END OF THE TERM

II

Ann. Oh, there you are, Tony. You must do some tricks on Saturday. The fifth item on the programme.

Tony. All right, Ann. I'll try my best ones.

Ann. Now let me see: Elsa, you'll stand up and sing folksongs, and make everybody else join in, but I want that to end the concert with. Well, girls, don't you know anybody else who can do some sort of turn?

Helen. What about that new Kazakh girl? Tony, will you find out if she can do anything?

Tony. With pleasure, Helen.

Ann. Ah, there's Tom. And where's everybody else?

Mary. George has a meeting, but that ought to have finished an hour ago.

Ann. Well, we can't wait any longer. Let's begin the practice. What! Hasn't the stage been raised yet? Good heavens, can't I get anything done? I thought the job had been finished hours ago. If I wasn't a well-brought-up girl, I should call you names. Do hurry up! By the way, Jack, are you seeing to the food and drinks? You had better have the cups and glasses sent on Saturday morning.

Jack. How many people are expected — does anybody know?

Helen. Not less than 200 or 300 people.

Ann. All right, now we can begin. Are you sure that the stage is safe? It doesn't look very steady.

Peter. Who comes first?

Ann. Tony is going to tell some jokes. But we can't start with him.

Helen. What about Maria's violin solo?

Ann. Oh no — I know, we'll begin with your little dance, Lily. You go up on the stage and get on with the dance!

Peter. Here comes the orchestra.

Ann. Good! Up on the stage boys!

The stage carpenter tries to warn Ann, but she takes no notice. The members of the band take their places and the conductor raises his stick. Lily is all ready to begin her dance. At the first note of the music the whole stage gives way and falls down with a loud bang. Nobody is hurt but everybody else in the hall laughs and laughs.

Ann. Wonderful! We must practise that and have it on Saturday night. It will be the highlight of the evening.

NOTES TO THE TEXT

now let me see kas ma mõtlen natuke
make everybody else join in tõmba ka kõik teised kaasa
I want that to end the concert with ma tahan sellega kontserdi lõpetada
who can do some sort of turn kes võiks midagi uut pakkuda; kes võiks asja elustada
ought to have finished oleks pidanud lõppema
good heavens! taeva pärast!
do hurry up! no tehke kiiresti!
are you seeing to the food and drinks? kas sina hoolitsed toidu ja jookide eest?
you had better have the cups sent sa peaksid pigem laskma tassid saata; oleks kõige
parem, kui sa laseksid tassid saata
get on with the dance hakka tantsuga pihka
she takes no notice ta ei pane tähele
take their places istuvad oma kohtadele
Lily is all ready to begin Lily on täiesti valmis alustama
nobody is hurt keegi ei saa haiget
the highlight of the evening õhtu hõlgenumber

IRREGULAR VERB

hurt [hæit] (vigastama; haiget saama) — hurt — hurt

EXERCISE 1

Which tenses have been used (Milliseid aegu on kasutatud)? Translate the sentences into Estonian.

1. Lots of books, papers and magazines are being read every day.
2. I don't like to be told what to do. 3. He is said to be the best student of his group. 4. She is expected to come the day after tomorrow. 5. I

was told not to ask any questions. 6. She has been brought up very badly. 7. The new students were being shown where their lecture-room was when the lecturer came. 8. These books must not be taken out of the library. 9. Lots of new houses have been built in our town this year. 10. Aino was given a nice present by her room-mates.

EXERCISE 2

Put the verbs in brackets into the Past Perfect Passive.

1. After the curtain (to dye) and (to press) she put it up again. 2. He told me that Mary wouldn't be able to come as she (to be taken ill). 3. I told her that she ought to do as she (to tell). 4. He didn't go because he (not to invite). 5. I thought that the letter (to send) days ago. 6. She asked what (to do) during the time she was ill. 7. The question (to discuss) before breakfast. 8. The window (to close) and we couldn't open it.

EXERCISE 3

Change from the Active into the Passive.

1. They have done this in less than (vähem kui) five weeks.
2. Have they raised the stage?
3. They have just sent him some very interesting new books.
4. The postman has just brought this letter for you.
5. They will ask you three questions at least.
6. Has nobody ever told you anything about it?
7. I am sure they will arrange everything in time.
8. Mother saw that the children had eaten all the pears.
9. They are building a new school in that fishing village.
10. My room-mates were discussing a new novel.
11. We were watching him.
12. We are doing nothing about it.

EXERCISE 4

Fill in the blanks with words from the text.

1. Maria's violin solo was the ... of the evening. 2. I want to keep the singing of folk-songs as the last ... on the programme. 3. Elsa will start singing and make everybody else ... 4. The ... must be raised at least 30 centimetres. 5. We must make this table ... before we put

30 the plates and glasses on it. 6. We didn't ... so many people at the meeting last night. 7. It isn't ... to drive at such speed in a busy street like this. 8. We shall have to send for the carpenter to make the ... steady. 9. If you want to learn English well, you must ... speaking it every day. 10. Everybody ... at the jokes Tony told.

EXERCISE 5

Form nouns.

| | | |
|----------|----------|----------|
| arrange | study | teach |
| practise | live | historic |
| meet | sing | please |
| paint | possible | careful |
| write | safe | think |

EXERCISE 6

Translate into English.

1. Maria viilulipala on kava kuues number. 2. Jack on kõige sobivam isik jookide eest hoolitsemiseks. 3. Ann hoolitseb (tulevik) toitumise eest. 4. Katsi leida kedagi mulle appi (to help me). 5. Meie laseme kardinad värvida. 6. Me peame alustama ilma orkestrita. 7. Kuidas palju trikkidega jääb? 8. Nüüd me võime alustada. 9. Oled sa kindel, et me oleme küllalt harjutanud? Muidugi oleme. 10. Sellest saab õhtu hilge-number.

EXERCISE 7

Answer the questions.

1. What does Ann decide to have as the fifth item on the programme? 2. What does Tony say? 3. What does Ann want to end the programme with? 4. What is Tony ready to find out? 5. Who comes in? 6. Where is George? 7. What does Ann want to do? 8. What does she ask Jack? 9. What does she tell him he had better do? 10. What does Jack want to know? 11. How many people are expected to come to the end-of-term social? 12. What do they decide to begin the programme with? 13. What happens at the first note of the music? 14. Is anybody hurt?

EXERCISE 8

Translate into Estonian.

AT THE RAILWAY STATION

Three men came to a station a few minutes after ten o'clock one evening and one of them asked the porter, "At what time is the next train for London?"

"You have just missed one. They go every hour; the next one is at eleven o'clock," answered the porter.

"That's all right," they said. "We shall go and have a drink." And they went to the refreshment room.

A minute or two after eleven o'clock they came running along the platform and asked the porter. "Where is the train?"

"It went at eleven o'clock as I told you."

"That's all right," they said. "We shall go and have another drink."

"The next train is the last one; if you miss that, you won't get to London tonight," the porter called after them.

Twelve o'clock came and the last train was just starting out when the three men came running as fast as they could.

Two of them, who were tall and had long legs, caught the train just as it was pulling out, but the third one, who was short and fat, couldn't run fast enough and so the train went, leaving him behind. He remained on the platform looking at the disappearing train and laughing. He coughed so hard that tears came into his eyes.

"Did you see those two fellows who got on the train and left me here?" said the man to a porter, who happened to be standing by. "Yes, I did," answered the porter.

"Well, it was I who was going to London, they came only to see me off."

KODULEKTÜÜR

ENGLISH HUMOUR

What is the difference between a teacher and an engine-driver?
One trains the mind and the other minds the train.

"Man has invented the machine and he stands confused in front of the force he has created," says an English statesman.

Those who have tried to get newspapers from a faulty automatic machine will understand the feeling.

Professor. Can you tell me anything about the great chemists of the 17th century.

Student. They are all dead, sir.

The more we study, the more we know. The more we know, the more we forget. The more we forget, the less we know. The less we know, the less we forget. The less we forget, the more we know.

So why study?

What is the difference between a bottle of medicine and a carpet?
One is shaken up and taken and the other is taken up and shaken

Teacher. What's wrong in the sentence. "Ann didn't go to the library as she had had a birthday."

Student. If the sentence which had 'had had' had had 'had', it would have been correct.

WHY WAS SHE ANGRY?

A young man was in love with a beautiful girl. One day she said to him: "It is my birthday tomorrow." "Oh," said the young man, "I'll send you roses, one rose for each year of your life."

The same evening he went to a florist's. As he knew that the girl was twenty-two years old, he paid for twenty-two roses and asked the florist to send them to the girl the next day.

The florist knew the young man very well as he had often bought flowers in his shop before. When the young man left the shop, the florist thought: "This young man is a very good customer. I think that my price was too high. I'll send ten more roses."

He did so. The next morning thirty-two roses were sent to the girl. When the young man came to see her she didn't want to speak to him. And he never knew why she was so angry with him.

ten more veel kümme

WHY THE CAT IS ALWAYS IN THE KITCHEN

An African Story

Long, long ago when the cat was not yet a domestic animal it was afraid because it was small and weak. One day it saw a fox and thought: "This must be the biggest and strongest animal. I will follow it and it will protect me." The cat followed the fox through the forest. After a short time a lion came and the fox, who was afraid, ran away. The cat looked at the lion and thought: "This must be the strongest animal, because even the fox was afraid of it. I will follow it and it will protect me."

The cat followed the lion through the forest. Suddenly a large elephant came through the trees. The lion was afraid and ran away. The cat looked at the elephant and thought that this was probably the strongest animal, of whom even the mighty lion was afraid. And the cat followed the elephant.

A man was hunting in the forest and when he saw the huge elephant he threw his spear. The spear went through the elephant and the elephant was killed. When the cat saw this, he knew that the man was stronger than the elephant. So he followed the man, who went to his home.

The man's wife greeted her husband and the man gave his spears and weapons to her. The cat thought: "Women must be more important than men, because this strong man has given his weapons to his wife. I will follow her and she will protect me."

The cat followed the woman, whose kitchen was warm and comfortable, and stayed there. That is why you always find the cat in the kitchen.

I HOPE THERE IS NO DANGER

A certain English gentleman thought too much about his health. He was always taking medicines and sending for the doctor when it was not necessary.

One morning the nervous gentleman cut himself slightly while he was shaving. He phoned for the doctor. The doctor was very tired after a busy night. Nevertheless he came at once and looked at the cut. He got very angry, however, when he saw that it was only a very slight one. He did not even put anything on it but turned to go away seeing there was nothing for a doctor to do.

"Tell me, please," said the nervous gentleman in great horror, "can't you do anything for me?"

"Oh, yes, I think I can," said the doctor, "but I must first go home and get some plaster."

"Oh dear!" cried the gentleman with increasing trouble in his voice. "I hope there is no danger!"

"Yes, indeed, there is," said the doctor, "the cut may heal before I come back."

IN THE PICTURE GALLERY

A guide had been showing a party round a famous picture gallery. When all the masterpieces had been seen, and the guide had talked himself hoarse explaining the function of art, the technique of various painters, the motif of this composition and of that, he concluded: "And now, are there any questions?"

After a long pause one of the ladies said timidly. "If you please what kind of polish do you use to keep the floors so bright?"

had talked himself hoarse oli oma hääle kähedaks rääkinud
if you please kas ma tohiksin küsida

THE OLD MAN AND DEATH

Aesop's fable

An old man, who had gone out of his house to pick up sticks for fuel, was carrying a big bundle of them home. The way was long; the sun was hot; the old man was weak, and the weight of the bundle was very tiresome for him. He threw the fagot angrily off his back, and called upon Death to come and relieve him of the burden of life. Death came to him in the form of an ugly monster, and asked him what he wanted him for. "Only to place this bundle of sticks on my back again,"

said the old man, who was now much alarmed at the grisly spectre that stood before him. How easy it is to complain and beg for change! And when the change comes, how often do we find that we were better off before!

In the form of kujul, näol
better off paremas olukorras

THE YOUNG DOCTOR; A BRAGGART

A certain doctor, who had been working hard in the city where he practised, was taking a holiday for a few weeks in the country-house of a friend. Before he left home, he handed his patients over to his son, a young man who had finished all his examinations and had just been made his father's assistant and partner. The young doctor was very much pleased with himself, and thought a great deal more about his position than he did of his patients.

"See," said he to an old friend of the family, "I am now a man of some importance in this place: my father has put all his patients under my charge." "Yes," said the other, "but when your father returns, how many of them will be alive?"

SHORT AND EASY CONVERSATIONS

1

Henry. Are you still studying German?

James. Yes, but I don't get enough time for it. I have so many other things to do.

Henry. It's the same with me. I can read German now without much difficulty, but I still find it rather difficult to speak German. And I don't always understand people when they speak German to me.

James. We don't hear German spoken enough, I suppose. Do you listen to the wireless programmes from the GDR?
 Henry. Yes, I listen to the news and talks from Berlin. That helps me to understand spoken German but not to speak German.
 James. We must go to the GDR for a holiday one day.
 Henry. Yes, that'll be the best way.

without much difficulty ilma suurema vaevata

II

Mrs. D: I haven't been feeling well, doctor.
 Dr. Y: What's wrong, Mrs. D?
 Mrs. D: I've had pains here — just below where my heart is.
 Dr. Y: Do you have these pains all the time?
 Mrs. D: No, not all the time. They usually come after meals.
 Dr. Y: After meals, eh? Do you eat very big meals?
 Mrs. D: Well, I am very fond of my food.
 Dr. Y: That's probably the reason why you have these pains near the heart. You'd better not eat quite so much. Lighter meals, that'll probably put you right. What's your weight?
 Mrs. D: About two hundred pounds? I think.
 Dr. Y: Try to get your weight down to a hundred and sixty pounds. Not so much bread. No sugar in your tea. No cake.
 Mrs. D: Well, I'll try, but it's not going to be easy. I've always been fond of good things to eat.

what's wrong? mis tell valatab?, mida te tunnete?
 pound = 453,593 g

III

Mr. Dobson. Good evening, Mrs. West. Is your husband at home?
 Mrs. West. Yes, he got home half an hour ago.
 Mr. Dobson. I want to borrow a dictionary. Do you think your husband will lend me one?
 Mrs. West. I'm sure he will. Come inside. I'll tell my husband you're here.

West. Hallo, Dobson. Come into my study.
 Dobson. Thank you. I came to ask whether you can lend me a French-English dictionary. I don't like borrowing books, but I must have a French dictionary this evening.

West. Of course I'll lend you a dictionary. It ought to be here, on the bottom shelf. No, it isn't here. Where can it be?

Dobson. Oh, don't worry. If you can't find it, I must wait till tomorrow. I can buy one tomorrow.

West. Oh, it must be somewhere on these shelves. Oh, here it is on the top shelf. Who put it back there? I always put it on the bottom shelf.

Dobson. Thank you very much. I'll bring it back tomorrow.

MAKING A DECISION

Discussing with friends how difficult it was to be president Franklin D. Roosevelt told this story.

There was a farmer who hired a young man from the city to work for him. The young man seemed to be as strong as a horse. The farmer made him carry heavy logs from one part of the farm to another. The young man worked all day without showing any signs of being tired. The next day he had to clear a large field of heavy stones. The following day the farmer gave him some other difficult work. The young man never seemed to get tired. After about a week the farmer felt a little sorry for him and decided to give him something easy to do for a change. There was a pile of potatoes in the barn and the farmer told the young man to separate the potatoes into different piles. He told him to put the good potatoes in one pile, the fairly good potatoes in a second pile, and the poor potatoes in a third pile. At the end of the day the farmer returned to the barn and found the young man completely exhausted.

"What's the matter with you?" asked the farmer. "There is nothing hard about this work."

"I know," said the young man, "but making those decisions all day long has nearly killed me."

Franklin D(elano) Roosevelt [ˈfræŋklin ˈdiː ˈrouzəvelt] (1882—1945) Ameerika Ühendriikide 32. president (1933—1945)

the young man seemed to be noormees näis olevat
 made him carry sundis teda tassima, pani teda tassima
 without showing any signs of being tired avaldamata vähimaidki väsimuse tunnuseid
 he never seemed to get tired ta ei näinud üldse väsivat
 he felt sorry for him tal oli temast kahju

for a change vahelduseks

completely exhausted täiesti kurnatud

what's the matter with you? mis sinuga lahti on?

there is nothing hard about this work selles töös pole midagi rasket, see pole üldse raske töö

all day long kogu päeva

LUGGAGE QUESTIONS

After Jerome K. Jerome

When you decide to go on a tour, the usual luggage question arises. The best way is to make a list of things before packing. I taught my friends how to make that list; I had learnt it myself years ago from my Uncle Podger.

"Always before beginning to pack," my uncle usually said, "make a list."

He was a methodical man.

"Take a piece of paper" — he always began at the beginning — "put down on it everything you can possibly require, then go over it, and see that it contains nothing you can possibly do without. Imagine yourself in bed; what have you got on? Very well, put it down — together with a change. You get up; what do you do; wash yourself. What do you wash yourself with? Soap; put down soap. Go on till you have finished. Then take your clothes. What else do you want besides clothes? A little brandy; put it down. A corkscrew; put it down. Put down everything, then you don't forget anything."

That is the plan he always followed himself. When the list was made, he usually went over it carefully to see that he had forgotten nothing. Then he went over it again, and struck out everything he could possibly do without.

Then he usually lost the list.

everything you can possibly require kõik, mis teil iganes vaja võiks minna
nothing you can possibly do without ei midagi ülelligset
what have you got on? mis teil seljas on?
together with a change koos vahetusega
what else do you want? mida te veel vajate?

THE KON-TIKI EXPEDITION

by Thor Heyerdahl

An ordinary day on board the *Kon-Tiki* began with the last night watch shaking some life into the cook, who crawled out sleepily on to the deck, and began to gather flying fish. Instead of eating the fish raw, according to both Polynesian and Peruvian recipes, we fried them over the small Primus stove at the bottom of a box which was fastened to the deck outside the cabin door. This box was our kitchen. The smell of fried fish seldom managed to wake the snorers inside the bamboo cabin, so the cook usually had to stick a fork into them. If

there were no sharks in sight, the day began with a quick plunge in the Pacific, followed by breakfast in the open air on the edge of the raft.

The food on board was above reproach. Scarcely a day passed without at any rate flying fish coming on board of their own accord.

The fish which most of all attached themselves to the raft were dolphins.

The dolphin, a brilliantly coloured fish, was ordinarily from 3ft. 3in. to 4ft. 6in. long, had much flattened sides with an enormous head and neck.

When the dolphin was in a good humour it turned over on its flat side, went ahead at a great speed and then sprang high into the air and tumbled down like a flat pancake. It was no sooner down in the water than it came up in another leap, and yet another. But when it was in a bad humour, for example when we hauled it up on to the raft, then it bit. After our return home we heard that dolphins attack and eat people when bathing. But we had bathed among them every day without their showing any particular interest.

Flying fish were the dolphins' favourite food. If anything splashed on the surface of the water, they rushed at it in the hope of its being a flying fish. In many a drowsy morning hour, when we crept out of the cabin and, half asleep, dipped a tooth-brush in the sea, we became wide awake with a jump when a thirty-pound fish shot out like lightning from under the raft and nosed at the tooth-brush in disappointment.

The closer we came into contact with the sea and what had its home there, the less strange it became, and the more at home we ourselves felt. And we learned to respect the old primitive peoples who lived in close contact with the Pacific and therefore knew it from a standpoint quite different from our own.

ft. = foot, feet jalg (pikkusmõõt, = 30,5 cm)

in. = inch(es) toll (pikkusmõõt, = 2,54 cm)

it was no sooner down in the water than... vaevalt oli ta vette jõudnud, kui...
the closer we came into contact with the sea and what had its home there mida lähemalt me merd ja tema elanikke tundma õppisime

THE GREAT LONDON FOG

On the afternoon of Thursday, December 4th, 1952, there was nothing to indicate that this would be a Fog of the Century — that it would kill about 4,000 persons, cause damage of many millions and bring the life of the great city almost to a halt.

By Friday morning a heavy, wet blanket had closed down. You could just see your own feet. Sounds were curiously muffled: motor-car horns

and the warning cries of people trying to avoid the traffic and one another. This was a real London "peasouper", a "London particular". The main streets which lead into the centre of the town were clogged with buses that moved two miles an hour. The conductors walked ahead and called directions to the drivers. Private cars formed convoys, 15 or 20 in a line. Police were powerless. Drivers left their cars, further blocking traffic.

Many who usually travelled by bus took the underground. Platforms got so crowded that the gates had to be closed. People waited in long lines to get into the stations.

As the day went on, the fog changed colour. In the early morning it had been a dirty white. When a million chimneys began to smoke it became light brown, dark brown, black. It got into your nose, your throat, your lungs. By afternoon all London was coughing.

Saturday morning thousands of Londoners began to be frightened. They were those persons, mostly over fifty, who had a tendency towards bronchitis or asthma. By Saturday noon all the doctors in London were on the run. Even with transport normal they could not have reached all the patients who needed them. All hospitals were overcrowded. A mounting number of deaths were reported.

At Sadler's Wells they got through the first act of *La Traviata* before so much fog had seeped into the theatre that the singers could no longer see the conductor. Cinema carried on in a limited way — spectators in the front four or five rows could see the screen.

On Sunday morning the fog was thicker than ever. Literally you could not see your hand held out before your face. The city grew very quiet. Nearly all traffic had come to a halt. The only thing to be heard was the muffled sound of church bells, and the bells of ambulances pressing their way toward victims of fog.

Toward noon on Monday the fog lifted a little, then came down again. Then it rose a little more. Finally it was clear.

It would... bring the life of the great city almost to a halt see peaaegu seiskab kogu maailma elu

a heavy, wet blanket had closed down kõik oli mattunud raske, märja (udu)vaiba all. Platforms got so crowded that... perroomidei tekkis selline rahvamurd (võit tunglesid), et... as the day went on päeva edenedes

a mounting number of deaths were reported teatati üha uutest surmajuhumitest. Sadler's Wells [sædləz 'welz] üks Londoni teatreid. Cinema carried on in a limited way kino töötas piiratud arvu istekohtadega. Toward noon keskpäeva paiku

THE IMPORTANCE OF BEING EARNEST

By O. Wilde

(Adapted)

SECOND ACT

Scene:

Garden at the Manor House. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one, full of roses. Time of year, July. Basket chairs, and a table covered with books, are set under a large yew-tree.

(Miss Prism discovered seated at the table. Cecily is at the back watering flowers.)

Miss Prism. (Calling.) Cecily, Cecily! Surely such a utilitarian occupation as the watering of the flowers is rather Moulton's duty than yours? Especially at a moment when intellectual tasks await you. Your German grammar is on the table. Pray open it at page fifteen. We will repeat yesterday's lesson.

Cecily. (Coming over very slowly.) But I don't like German. It isn't at all a becoming language. I know perfectly well that I look quite plain after my German lessons.

Miss Prism. Child, you know how anxious your guardian is that you should improve yourself in every way. He laid particular stress on your German, as he was leaving for town yesterday. Indeed, he always lays stress on your German when he is leaving for town.

Cecily. Dear Uncle Jack is so very serious! Sometimes he is so serious that I think he cannot be quite well.

Miss Prism. (Drawing herself up) Your guardian has the best of health, and his gravity of demeanour is especially to be commended in one so comparatively young as he is. I know no one who has a higher sense of duty and responsibility.

Cecily. I suppose that is why he often looks a little bored when we three are together.

Miss Prism. Cecily! I am surprised at you. Mr. Worthing has many troubles in his life. Idle merriment and triviality would be out of place in his conversation. You must remember his constant anxiety about that unfortunate young man, his brother.

Cecily. I wish Uncle Jack would allow that unfortunate young man, his brother, to come down here sometimes. We might have a good influence over him, Miss Prism. I am sure you certainly would. You

know German, and geology, and things of that kind influence a man very much. (Cecily begins to write in her diary.)

Miss Prism. (Shaking her head.) You must put away your diary, Cecily! I really don't see why you should keep a diary at all.

Cecily. I keep a diary in order to enter the wonderful secrets of my life. If I didn't write them down, I should probably forget all about them.

Miss Prism. Memory, my dear Cecily, is the diary that we all carry about with us.

Cecily. Yes, but it usually chronicles the things that have never happened, and couldn't possibly have happened. I believe that Memory is responsible for nearly all the three volume novels that Mudie sends us.

Miss Prism. Do not speak slightly of the three-volume novel, Cecily. I wrote one myself in earlier days.

Cecily. Did you really, Miss Prism? How wonderfully clever you are! I hope it did not end happily? I don't like novels that end happily. They depress me so much.

Miss Prism. The good ended happily, and the bad unhappily. That is what Fiction means.

Cecily. I suppose so. But it seems very unfair. And was your novel ever published?

Miss Prism. Alas! no. The manuscript unfortunately was abandoned. (Cecily starts.) I use the word in the sense of lost or mislaid. To your work, child, these speculations are profitless.

Miss Prism discovered seated at the table näha preili Prism istumas laua ääres
 pray—please
 that you should improve yourself in every way et te igal'alal (või igas suhtes) edu-
 name teeksite
 I am surprised at you te üllatate mind
 come down here siia tulla (mõeldud linnast maale)
 we might have a good influence over him võib-olla suudame talle head mõju avaldada
 things of that kind seda liiki asjad
 I really don't see why you should keep a diary at all ma tõesti ei mõista, milleks te
 I didn't write them down, I should probably forget all about them kui ma ei kir-
 itaks, peeld üles, unustaksin ma arvatavasti nad kõik
 couldn't possibly have happened ei saanud kuidagi juhtuda
 Mudie [mudri] tuntud raamatukauplus ja laenukaamatukogu Londonis
 in earlier days nooruses, varasemas eas
 in the sense of. tähenduses

JACK LONDON

(1876—1916)

Jack London was the son of a poor farmer. His father could hardly support the family, and Jack was obliged to work when yet a school-boy. Later he found himself out of work and for several years led the life of a tramp in the USA and Canada. In those years he saw all there was to see of the dark side of American life. He has told much of it in his well-known books.

Jack London was quite young when he began to take an interest in the labour movement and actually joined the Socialist Party. He was greatly interested in the Russian revolution of 1905, and had the highest admiration for the great Russian writer Maxim Gorki.

After a few years of intense political activities, London began to feel disappointed in the prospects of the American working class and ceased to take part in the political struggle. The unsteadiness of his views was to a great extent due to the influence of petty bourgeois ideology.

Jack London has written many novels, short stories and essays. Not all his work is of equal value. He is at his best when writing of the hard life his heroes lead in the North, fighting for their lives against the hardships of nature and the cruelty of men.

His book "The Iron Heel" (1907) marks the culminating point of his career as a revolutionist. In it he foretells with glowing hatred the advent of fascism in the USA and the growth of reactionary forces both in America and Europe. Yet even in this book London makes serious ideological blunders. For instance, he treats revolutionists as powerful individuals opposed to the multitude. The same glorification of a strong, but isolated individuality is to be found in "Martin Eden" (1909), one of his best novels.

London's later works are of small value. He proves unable to understand the trend in the development of world revolutionary forces and avoids subjects of social and political importance. Toward the end of his life he writes mostly shallow tales of individual success without either deep thoughts or artistic value.

he is at his best ta annab oma parima

MARTIN EDEN

By Jack London

(Adapted)

Martin left his sister's house and rented a small room in which he lived, slept, studied, wrote and kept house. Before the one window, looking out on the tiny front porch, was the kitchen table that served as desk, library, and type-writing stand. The bed, against the rear wall, occupied two-thirds of the total space of the room. A bureau stood in the corner, and in the opposite corner was the kitchen — the oil-stove on a dry-goods box, inside of which were dishes and cooking utensils, a shelf on the wall for provisions, and a bucket of water on the floor. Over the bed, hoisted to the ceiling, was his bicycle.

A small closet contained his clothes and the books he had accumulated, and for which there was no room on the table or under the table. When the one chair in the room was not in use, it reposed on top of the bed, though sometimes he sat on the chair when cooking, reading a book while the water boiled. Pea-soup was a common article in his diet, as well as potatoes and beans. Rice, cooked as American housewives never cook it, and can never learn to cook it, appeared on Martin's table at least once a day. Dried fruit were less expensive than fresh, and he had usually a pot of them, cooked and ready at hand, for they took the place of butter on his bread. Coffee, without cream or milk, he had twice a day, in the evening substituting tea.

There was need for him to be economical. He had spent nearly all that he had earned in the laundry. Except at such times when he saw Ruth, or his sister Gertrude, he lived a recluse, in each day accomplishing at least three days' labour of ordinary men. He slept a scant five hours. He never lost a moment. On the looking-glass were lists of definitions and pronunciations; when shaving, or dressing, or combing his hair, he scanned these lists over. Similar lists were on the wall over the oil-stove, and they were similarly scanned while he was busy cooking or washing the dishes. New lists continually displaced the old ones. Every strange or partly familiar word encountered in his reading was immediately noted down, and later, when a sufficient number had been accumulated, the words were typed and pinned to the wall or looking-glass. He even carried them in his pockets, and reviewed them at odd moments on the street, or while waiting in a shop to be served.

That served as desk mis täitis kirjutuslaua aset
a common article in his diet tema tavaline söök
there was need for him to be economical tal tuli olla äärmiselt kokkuhoidlik
he lived a recluse ta elas erakana

at odd moments (juhushikel) vabadel silmapilkudel
while waiting in a shop to be served sel ajal, kui ta ootas kaupluses, et teda teenin-
dataks

MAKING CARBON DIOXIDE

From *Fun with Chemistry*

By Mae and Ira Freeman

In some chemical actions, such as the explosion of gunpowder or dynamite, great quantities of gas are suddenly set free. The pressure of the gas produces a noise and damage. But where was all this gas before the powder was set off? It was "locked up" chemically in the solid material of the powder.

Let us set off a very harmless form of explosion to show what happens: Get a large bottle with a well-fitting cork. Put about two tablespoons of baking soda into the bottle, using a folded piece of paper in the form of a funnel. Pour about two tablespoonfuls of vinegar into a test tube or small glass. Moisten the cork with water and hold it in one hand, the glass of vinegar in the other. Next, pour the vinegar into the jar and quickly insert the cork, but not too tightly. There will be a great fizzing and bubbling, and after a moment the cork will blow into the air with a loud pop!

And now let us see what went on. Baking soda is the common name for a chemical compound called soda bicarbonate. It consists of the elements sodium, hydrogen, carbon and oxygen. Vinegar contains a mild acid called acetic acid. When the two are mixed, a chemical action takes place which sets free a gas called carbon dioxide. The pressure of this gas builds up inside the bottle and finally blows the cork out.

When an explosive is set off the effects are similar, but much more sudden and destructive.

chemical action keemiline protsess
are suddenly set free vabaneb äkki
before the powder was set off enne kui püssirohi pandi plahvatama
in the solid material of the powder püssirohu tahkes aines
let us set off a very harmless form of explosion to show what happens tekime t. e. et
t. e. plahvatuse, et näidata, mis juhtub
a folded piece of paper in the form of a funnel ehtr. kujuliselt kokkikeeratu p. b. l.
cork
insert the cork pange kork peale
what went on mis toimus
a chemical compound keemiline ühend
the pressure of this gas builds up inside the bottle pud. h. s. s. tekib s. s. g. s. l. s. k.
blows the cork out viskab korki pealt

RADIATION

From *Teach Yourself Physics*

By W. Rallston

I am writing this on a hot sunny day. How does the heat reach us? Heat from the sun travels to us by radiation. It is clear, therefore, that radiated heat can travel through empty space. Physicists have never found it easy to believe that energy can be transmitted through complete emptiness, so the idea of the æther as an all-pervading medium has been invented. It is supposed to carry all kinds of electromagnetic energy through space, whether it be in the form of X-rays, light, heat-rays or wireless waves. Nevertheless, many careful experiments have failed to demonstrate its existence. The heat from the sun not only travels to us through space, but also does not heat the space. The heat which we know is only produced when the heat-rays strike on material substances. This explains the fact why both airmen and mountaineers suffer from cold, although they have moved nearer to the sun. The amount of heat produced when heat-rays fall on an aeroplane or a mountain-top is small because the surface area involved is small. It is only when the waves are received on a large area such as the earth's surface that we feel the effect. The air therefore receives the sun's heat mainly at second hand from the earth's surface. The heat is radiated from the sun to the earth principally through empty space, and only for about 50 miles through the atmosphere. The layer of air at the earth's surface becomes heated, and then passes on its heat to the air above it.

It is well-known that frosts occur most frequently on clear, cloudless nights. This is because on cloudy nights the loss of heat from the earth is reduced by reflection back from the clouds. Radiant heat obeys the same laws as light. It can be reflected and refracted in a similar manner to light. The focusing of heat-rays by means of a burning-glass is an example of their refrangibility. Light and radiant heat are both transmitted by wave-motion, but the latter is characterized by longer wave-length.

Heat from the sun travels to us by radiation päikese soojus jõuab meieni kiirguse teel. Physicists have never found it easy to believe that... füüsikud pole kunagi leidnud kerge olevat uskuda, et... kas olgu see või mitte, kuid ka... soojust, mida meie tunneme, tekib ainult... kui ka... mis tekib, kui... pindala; pindala, millele langevad soojustkiired

at second hand kaudsel teel

becomes heated soojeneb

frosts occur most frequently kõige sagedamini esineb pakast

radiant heat obeys the same laws soojustkiirgus allub samadele seadustele

in a similar manner to light valgusega sarnaselt

the latter is characterized by longer wave-length viimast iseloomustab pikem lainepikkus

ACROSS THE BORDERS OF SPACE

We are living at the bottom of a great envelope of air which provides us with life-giving oxygen and water, protects us from the harmful effect of the sun's ultra-violet rays, and from the high-speed meteors. Without this envelope, all life as we know it would cease. This protective covering around the earth is the atmosphere, and it separates us from the airless vacuum that we know as space. But for the atmosphere we should die.

The earth's atmosphere, even on clear days, prevents the astronomers from learning many of the secrets of the Universe. Such phenomena as the ultra-violet light, the X-rays of space cannot be seen, because the atmosphere permits free passage only to visible light rays.

The development of research planes and high altitude rockets is directed towards one end: the manned rocket planes of the future.

Imagine the earth having a new companion in the skies, a man-made satellite inhabited by human beings, and visible from the earth as a star. It could sweep around the earth at an incredible rate of speed in the dark vacuum beyond the atmosphere which is known as "space". It is quite evident that "space medicine" and "space engineering" should solve the problems of oxygen, water and food supply.

This artificial moon would complete its revolution around the globe every two hours.

Over North America, for example, it might pass over the East Coast at say 10.00 a.m., and after a full revolution around the earth it would pass over the West Coast 2 hours later. At 10.00 a.m. the next day it would appear once again over the East Coast. It would never fall back to the ground for it should circle according to the same laws that govern the Moon's path around the earth.

Space travel would help us to learn much more than we know now. It would be possible to learn more about the surfaces of other planets which may offer evidence concerning the possibility of life there. Ultraviolet light, the hard, deep-penetrating short wave X-rays would certainly enable scientists to learn such things which cannot be observed from the earth. Great results in life and in fields of science may be obtained from such an observatory in space.

In conquering space man will take his greatest step forward in the struggle against the limits set by nature. By learning more about the Universe the scientists may find paths that will lead to still further conquest of Nature.

at the bottom of a great envelope of air suure õhukatte põhjas
without this envelope ilma selle katteta
would cease lakkaks
but for kui poleks
the X-rays röntgenikiired
cannot be seen pole võimalik näha
permits free passage laseb vabalt läbi
high altitude rockets ballistilised raketid
is directed towards one end on suunatud ühe eesmärgi saavutamiseks
rocket plane rakettlennuk
in the skies taevas
at an incredible rate of speed uskumatu kiirusega
every two hours iga kahe tunni järel
at, say 10.00 a.m. ütleme, kell kümme hommikul

MAN LEAVES SPACESHIP IN ORBIT FOR THE FIRST TIME EVER

Cosmonauts Pavel Belyayev and Alexei Leonov Tell Their Story.

We stood on the airfield, looking into the sky. Up above a four-engine plane was circling. On board were the hero-cosmonauts Pavel Belyayev and Alexei Leonov. The plane disappeared for some minutes and then appeared on the horizon once again.

The plane landed and the heroes themselves opened the door of the plane. They were wearing black short jackets and flying boots; one was in a fur hat with ear flaps and the other in a flying helmet. At the top of the gangway they paused for a moment, probably because they were so happy at this meeting.

They walked towards us — now we could see their faces clearly, could see that they were both smiling.

They made a short report, and were then embraced by one person after another. On Leonov's face there were tears of joy.

On the front of the hotel there were portraits of both the new space-men and slogans of greeting. The cosmonauts went up to their rooms on the first floor. We remained below — they would change and then come down and talk to us.

Chairs and tables were set out in the gymnasium. This was for our talk, for the meeting of the State Commission. The two heroes sat there waiting for questions. But before that we congratulated them on their historic victory.

"What did each of you do during the main experiment, while Leonov was out in space?"

"We carried on with the programme we'd been set," Pavel Belyayev told us. "We didn't have to change it. All the systems functioned very well. I worked the locking system. That's putting it in a few words. And when Alexei went to the exit, I wished him all the best. As he went out into space, while he was out there, and as he came back in again I kept track of his breathing and pulse rate, and followed the work of the spaceship systems. His pulse rate went up a little, but that was natural. Also during that time I talked with the Earth by radio, and helped with television: I oriented the spaceship in such a way that Alexei was well-illuminated by the Sun."

"Yes," Leonov joined in the conversation with a laugh. "As I opened the exit hatch there was a powerful beam of light coming right at me."

"I've heard so often from my comrades what the cosmos looks like that you'd have thought I was prepared for what I saw," he went on. "But it turned out to be nothing like I had imagined. Probably it is simply impossible in our vocabulary to find words to describe the sensation I got from the endless space opening up before me. Right in front of me I saw black sky. Pitch black. There were no rays coming from the Sun. Below was the Earth, absolutely flat. You didn't feel as though it was a ball. Only at the horizon did you see its rounded edge."

"When I left the spaceship we had direct communications with the Earth. Pavel had to work hard, he was in communication with me and with the Earth. He connected me to Moscow. And the first thing I heard was the voice of Levitan, the voice of Moscow Radio, reporting on our flight."

"I sent greetings to everyone," Alexei said with a smile.

"How did you make your exit from the ship?"

"I leant out of the hatch, and almost went right out. 'I'm pushing off', I said to Pavel. 'Not so fast', he said. 'Wait a bit.' I stayed there half out of the hatch and waited. Then he said: 'Off you go!' And I floated off."

I acted as though I was in familiar circumstances. One of my first jobs was to take the cover off the camera that had to photograph me."

"Did anything unforeseen happen?"

"Nothing at all. Everything that happened with me was what I had expected back on the Earth. Oh, but there was something unexpected, after all — the behaviour of the ship. You see, as I pushed off I felt as though the ship bounced away in the opposite direction. According to the laws of mechanics that was how it should have been, but the sensation was unfamiliar."

"It's interesting," Belyayev said, "that I clearly felt everything that Alexei was doing to the ship. I felt it when he pushed, and heard his

boot ring as it scraped against the side of the spaceship. And even when he ran his hand over the outside of the ship I heard a kind of rustle."

"What is the feeling of weightlessness like when you're swimming in space?"

"Just the same as it is in the spaceship," Leonov replied. "But it's more comfortable. There's plenty of room to move in. You breathe easily, even better than on earth."

"On the whole, what will it be like working there?"

"Well, I was thinking about that during the flight, and while I was out in space I did a few jobs. Yes, it's quite possible to screw things up and unscrew them." (When Leonov said this to the Chief Designer, the latter laughed over the enthusiasm of the cosmonaut and commented: "Well, if you'd had your way you'd have unscrewed the whole spaceship!")

"Comrade Leonov, was swimming in the cosmos anything like swimming in water?"

"Not in the latter you feel the water streaming around your body. And you have to keep your body in a more or less definite position. In space you can float about as you like. I, for example, stretched out my arms and legs and soared. Below I could see the Earth."

"Were you and the spaceship going at the same speed?"

"Yes, absolutely the same. I pushed off easily from the ship and went out to the side. The spaceship was incredibly beautiful from the side. It looked mysterious, fantastic."

"How did your return to the ship go off?"

"That was a little more difficult. Firstly it needed more effort and I was a little tired. But it all went off fine! According to the programme I was supposed to wind the cable round my hand and haul myself in. I saw that it was going to be a long affair. I thought a bit and found a way of doing it quicker. Then the C. O. quickly shut the hatch behind me and turned on the pressure."

"What was the first thing you saw on the Earth when you left the spaceship? And what was the last thing before you went back in again?"

"When I first looked down I saw we were flying over Kerch. The Crimean coast of the Black Sea was very clear. As usual, there were clouds over the mountains. But over the coast itself there was wonderful sunny weather! Everything was very clear, I could even see streams and valleys."

"The Volga was very clear. I don't remember seeing the Urals — probably I was turning a somersault at that moment. Then I saw the Yenisei and the Yenisei. That was the last I saw. After that I went back into the cabin."

"Did you feel as though you were going back home?"

"Something of the sort. The ship was in fact a home for us. I knew I had a comrade there in the ship waiting for me, that there were people on the Earth who knew to the dot when I had to finish the experiment. So I couldn't stay longer there in the cosmos. Pavel was watching every movement I made. I hurried back to him."

"Comrade Belyayev, what did you say when you greeted your companion on his return?"

"Good for you!" Then Alexei had a little rest and got down to work. He had to write all his impressions down in the log-book immediately."

"Did he write much?"

"He wrote for about an hour and a half."

"By the way, what did Alexei say when he came on board again?" The two cosmonauts glanced at each other and laughed.

"Shall I tell them or not?" Belyayev asked, smiling.

"Some other time!" Alexei replied.

"Comrade Belyayev, tell us something about how you landed with the aid of the manual controls."

"I had all the necessary calculations, which had been worked out on the Earth. In accordance with those calculations I switched on the retro-engines. There was nothing new to me in that, since we had been through all the landing operations on the Earth. Everything was just as we'd been taught."

"What are your most striking impressions of the flight?"

"The wonderful pictures that unfold before you while in orbit. No descriptions prepare you for such beauty. I looked through one porthole and Alexei through the other. We were silent. In one part of the sky I saw stars of a most surprising colour. It was as though they were made of pure gold. I think it was because we were looking at them through a beam of sunlight. At that moment the Sun was below the horizon, hidden from view by the Earth. And there on the other side the golden stars were twinkling."

"There was another interesting thing," he continued. "I saw an artificial sputnik. It wasn't far away from us — about 800 metres. We could see it turning slowly."

"What did the horizon look like?"

"It depended on the position of the Sun," Leonov said. "When we were flying out of the Earth's shadow into the daylight zone, the horizon was bathed in warm colours. When we were flying from daylight into darkness the colour changed into light blue. This turned to dark blue and then to black."

"How did you hit the Earth? How did you land?"

"It was a soft landing," Belyayev laughed.

"The spaceship came down between two big fir-trees. It landed in deep snow. We opened the hatch and looked round. Everywhere there

were huge trees. The snow was thick — from one and a half to three metres, and on its surface were the tracks of hare and fox. Within a few minutes we reported by radio: "We have made a good landing!"

"Did anything unforeseen happen during the landing?"

"No, nothing."

"That's all for now. Thank you for talking to us."

G. Ostroumov,
Izvestia special correspondent
Cosmodrome, March 22, 1965

for the first time ever üldse esnakordselt
I worked the locking system mina käsitsesul sügude (üldside) süsteemi
that's putting it in a few words see on as a seletamine paari sõnaga
his pulse rate went up a little ta puuss kiirenes pisut
that you'd have thought et teie arvatavasti mõtlete
but it turned out to be nothing like I had imagined aga ilmnas, et see polnud üldse
misugune, nagu mina olin arutlenud
right in front of me etse enda ees
you didn't feel as though it was a ball polnud üldse sellist tunnet, et ta on kera
how did you make your exit from the ship? kuidas toimus laevast väljumine?
back on the Earth varem maa peal
that was how it should have been nii see pidigi olema, nii see olekski pidanud olema
he ran his hand over... ta libistas oma kätt üle...
I heard a kind of rustle ma kuulsin nagu mingit sahinat
what will it be like working there? kuidas on seal töötamisega?
if you'd had your way ku. s. a. oleksid saanud teha oma tahtmist mööda
was swimming in the cosmos anything like swimming in water? kas ujumine kosmoses
stafanis kuidagi ujumisega vees?
how did your return to the ship go off? kuidas laks laevale tagasipöördumine?
it all went off fine kõik läks hästi
a long affair pikk lugu
turned on the pressure laskis õhu sisse, avas õhukraani
something of the sort midagi taolist
good for you! hästi teatud!
got down to work asus tööle
we'd been taught meile oli õpetatud
stars were twinkling [twinkling] tähed vilkusid (või sirasid)

RENDEZVOUS IN ORBIT

I found Alexei Leonov packing to leave for the cosmodrome. Among other things he was taking English texts and a dictionary.

"Still having trouble with English?"

"You see, I had to start from scratch — I learnt German. But there was no room to take an interpreter, so learning each other's language has been one of our main training problems. We've been at it six or seven hours a day."

We've got a patois of our own — we call it Roston (Russian + Houston) — for radio communications. So there'll be no language barrier on the flight."

"Fifteen years ago spacemen used to be younger than today. Look — you are 41, Valery here is 40, Stafford 45, Slayton 51 and Brand 44. Is the work more complicated, does it call for greater experience?"

"The average age of a cosmonaut is now around 40. Of course, the early spacemen also had some pretty complicated problems to deal with. But then their main job was the flight as such and to study man in unusual conditions."

Now you have to be a good pilot, engineer, research worker and doctor. It takes years to study before you can begin to train as a cosmonaut."

"How do you see the future of space?"

"The future? First of all, there'll be orbital stations with 20—25-man crews. People with a variety of professions will work in orbit. And there will be auxiliary vehicles like lifeboats on a ship that will shuttle back and forth to Earth and to the next station."

Flights to the far-off planets will have to be joint flights.

The Soyuz-Apollo flight will make a big contribution towards developing understanding between our countries."

R. Georgiyeva
Moscow News No. 29, 1975

among other things muu hulgas
we've been at it me tegelesime sellega
the flight as such lend kui misugune
with 20—25-man crews (loe: with twenty to twenty-five-man crews)
people with a variety of professions mitmesuguste elukutsetega inimesed

THE ORBIT OF PEACE

July 15, 1975. At 15 hours 20 minutes Moscow Time, the Soyuz 19 spaceship lifted off from the Baikonur cosmodrome with two cosmonauts on board — spaceship commander Alexei Leonov and flight-engineer Valery Kubasov.

At 22 hours 50 minutes the American spaceship Apollo with three astronauts on board — Thomas P. Stafford (spaceship commander), Vance Brand and Donald K. Slayton — was launched from the John Kennedy cosmodrome.

"We are sure," Thomas Stafford said before the launching, "that the coming Soviet-American space flight will strengthen the ties of friendship between our two nations."

July 17. In the 36th orbit, at 19 hours 12 minutes Moscow Time, three minutes ahead of schedule, the Soviet and American spaceships, launched from different continents, docked for the first time.

At 22 hours 19 minutes 27 seconds Alexei Leonov and Thomas Stafford shook hands for the first time.

The Soviet and American spacemen signed a joint flight document and exchanged souvenirs.

After that the cosmonauts and astronauts dined on board the Soviet spaceship and then got down to joint scientific experiments.

July 19. At 15 hours 03 minutes, the Soyuz 19 and Apollo separated.

July 21. At 13 hours 51 minutes, cosmonauts A. Leonov and V. Kuibasyev landed near Arkalyk, Kazakhstan, the USSR.

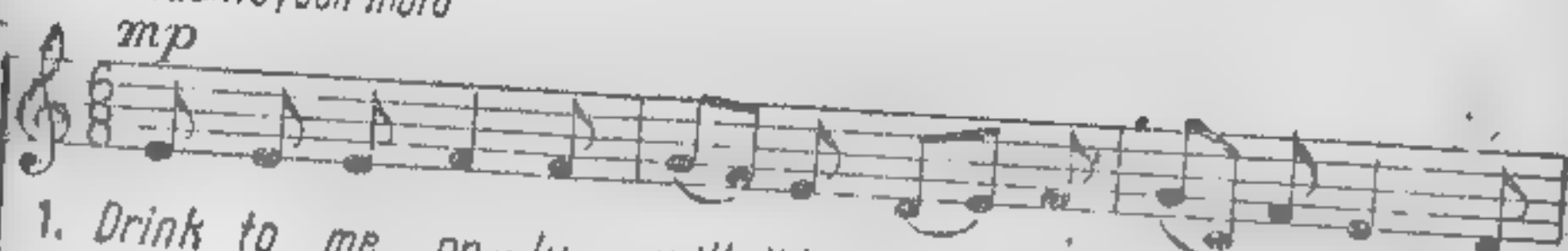
The flight of the Apollo spaceship was concluded on July 25.

S. Shiman
Moscow News correspondent
Moscow News No. 30, 1975

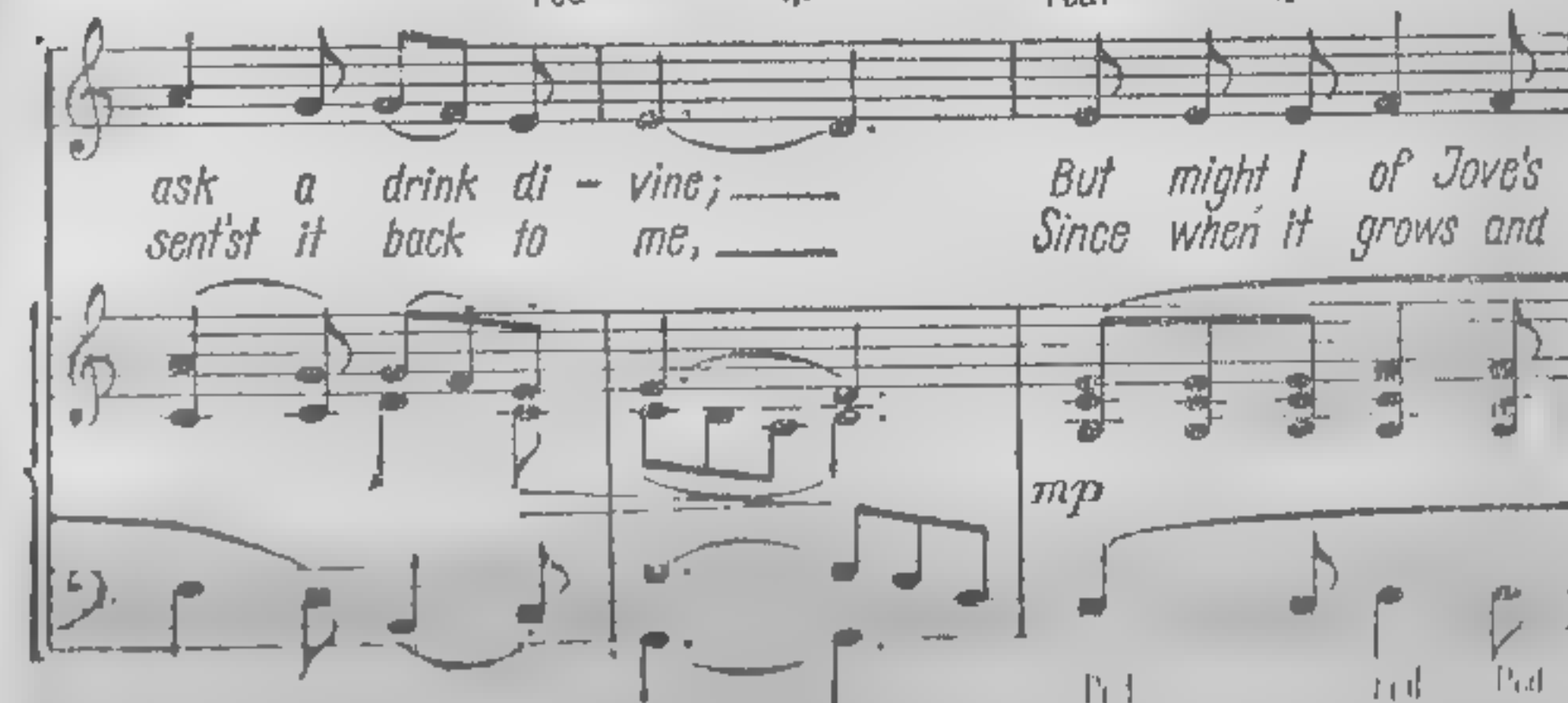
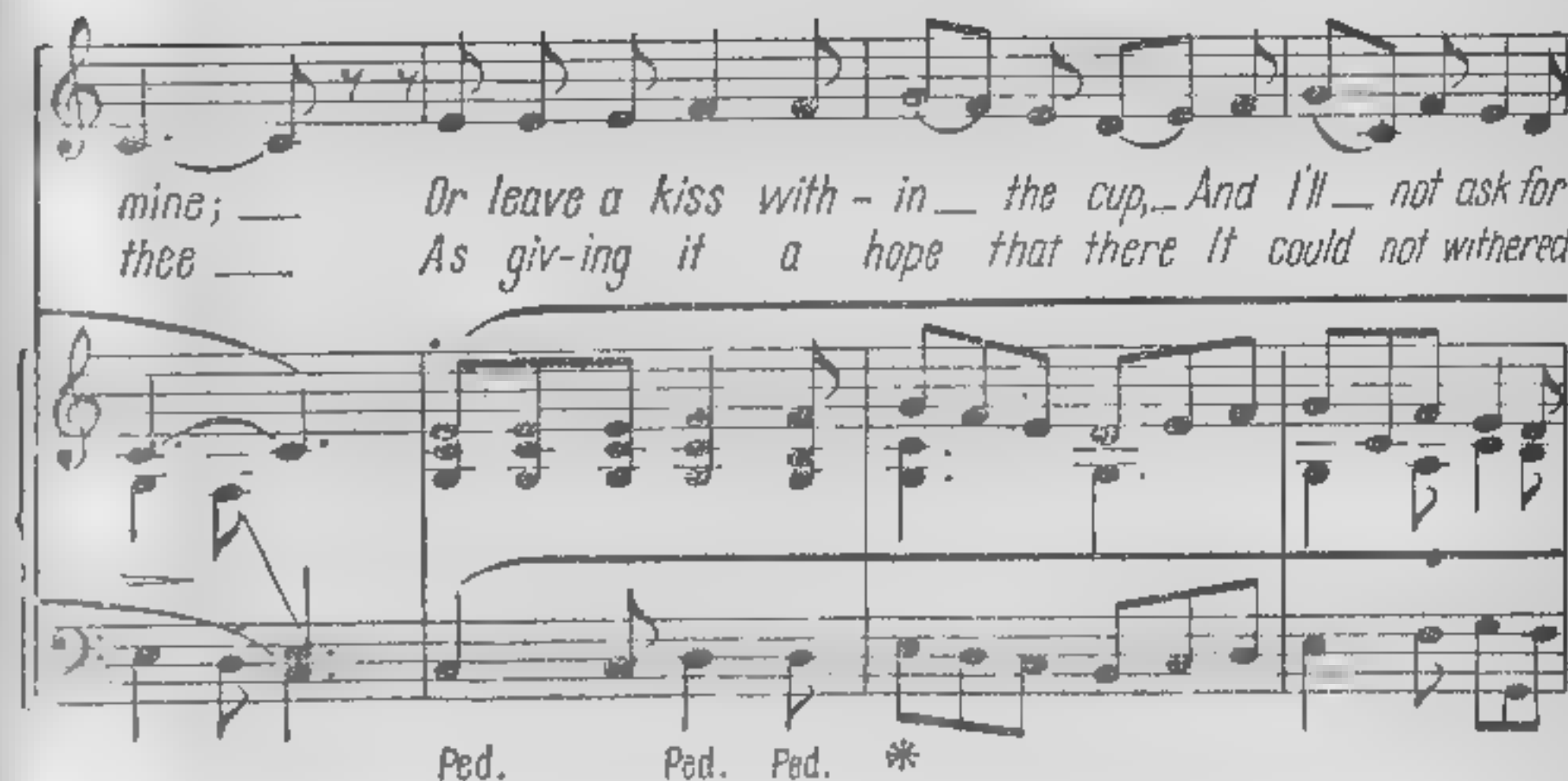
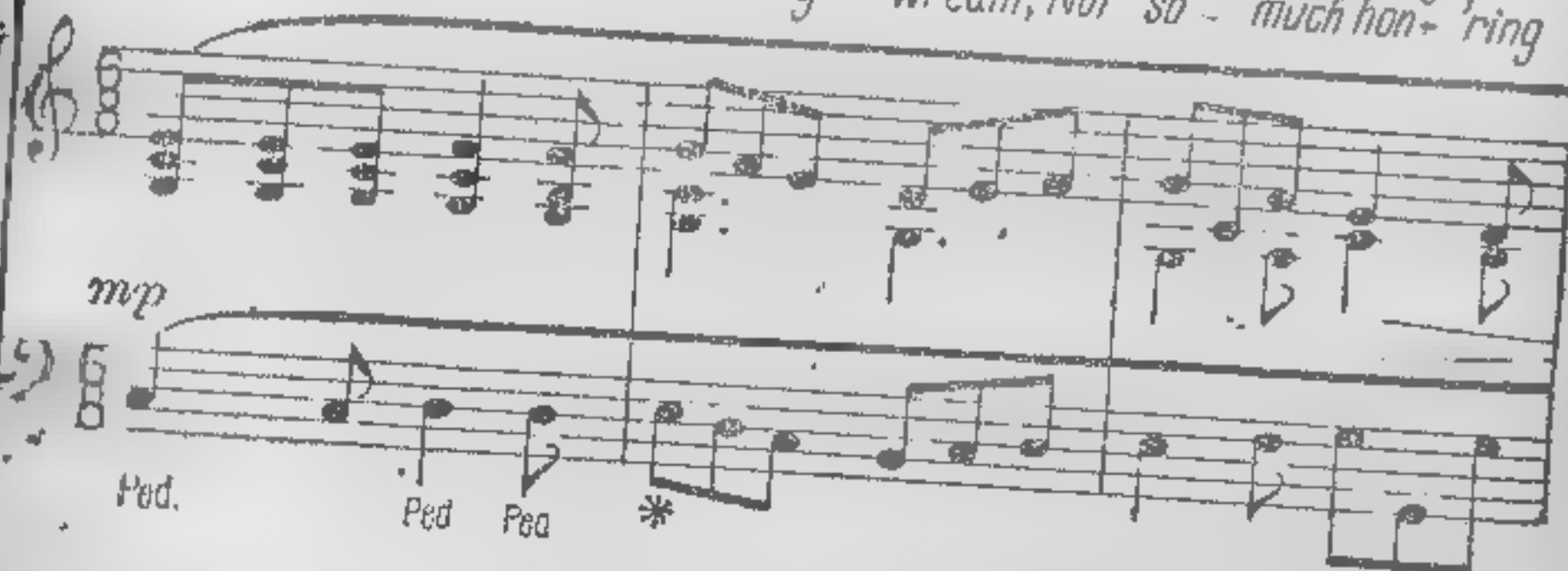
DRINK TO ME ONLY WITH THINE EYES

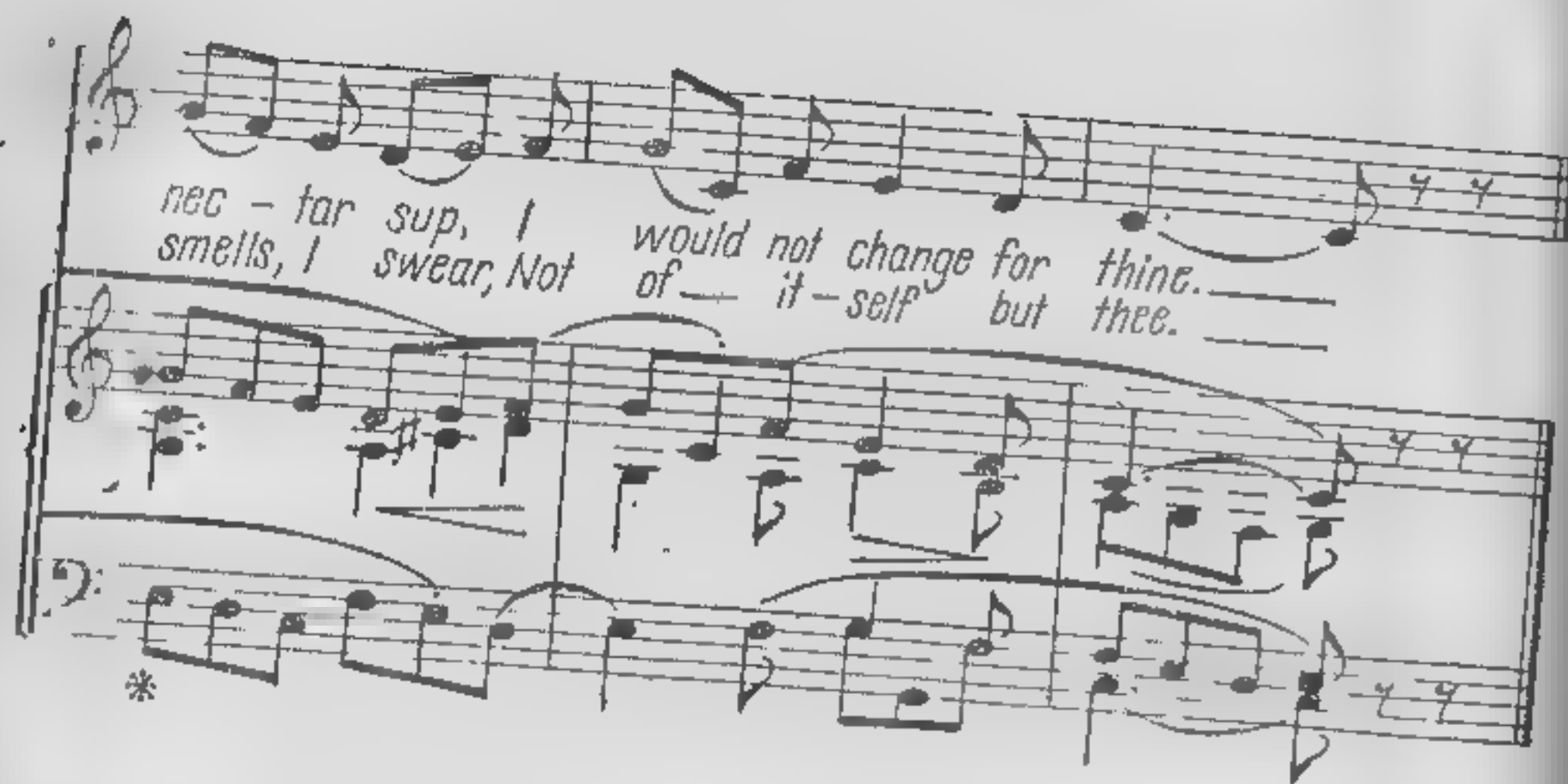
Andante, con moto

mp



1. Drink to me on - ly with thine eyes. And I will pledge with
2. I sent thee late a ros - y wreath, Not so much hon - 'ring





thine [ðain] *arh., poet.* sinu
 pledge [pledʒ] (kellegi) terviseks jooma
 kiss [kɪs] suudlus
 wine [waɪn] vein
 thirst [θɪrst] janu
 soul [saʊl] hing
 doth *arh., poet.* = does
 divine [dɪ'vaɪn] jumalik
 love [dʒʌv] Jupiter
 nectar ['nektə] nektar
 sup [sʌp] rüüpama
 thee [ði] *arh., poet.* sulle, sind
 rosy wreath ['rouzi 'riθ] roosipärg
 honouring ['ɒnərɪŋ] = honouring (honour ['ɒnə] austan)
 wither ['wɪðə] närbuma
 thole [ðəʊ] *arh., poet.* sina
 whereon [ðeər'ɒn] *arh.* selle peale
 did'st *arh.* = did
 sent'st *arh.* = sent
 swear [swear] vandega kindlata (swore, sworn)

LISAD

VOKAALÜHENDITE LUGEMINE RÕHULISES SILBIS

Kõige sagedasem lugemisviis on antud esimesena.

| | | | | | |
|------|-------|--------------------------------|-----|------|------------------------------|
| ai | [ei] | main, straight, wait | iew | [ju] | view |
| au | [ɔ:] | caught, taught, because | oa | [ou] | road, boat |
| | [a:] | laugh, draught | | [ɔi] | broad |
| aw | [ɔ:] | law, draw | oe | [ou] | goes |
| ay | [ei] | day, play | | [ʌ] | does |
| rand | [e] | says | oi | [ɔi] | noise, boil, voice |
| ea | [i:] | read, sea, east | oo | [u:] | goose, too, soon |
| | [e] | head, meant, read (üldminevik) | | [u] | took, book, look |
| | [et] | break, great | | [ʌ] | blood |
| | [i:] | real, theatre | ou | [au] | out, loud, house |
| ee | [i:] | week, green, tree, meeting | | [ʌ] | double, enough, young |
| ei | [i:] | receive, deceive | | [u] | you, through, soup, group |
| | [ei] | weight, eight | | [u] | could, would, should |
| | [ai] | height | | [ou] | though |
| | [e] | leisure | | [ɔi] | bought, thought |
| eo | [i:] | people | ow | [au] | now, hew, cow, power, flower |
| eu | [ju:] | Europe | | [ou] | blow, grow, show, snow |
| ew | [ju:] | new, few, dew | | [ɔ] | knowledge |
| | [ou] | sew | oy | [ɔi] | boy, employ |
| ey | [ei] | grey | ue | [u:] | hue |
| | [i:] | key | ui | [u:] | fruit |
| ie | [i:] | field, piece | | [i] | build |
| | [e] | friend | uy | [ai] | guy |

VOKAALIDE LUGEMINE R NAABRUSES

| | | | | | | |
|------|------|--------------|---------|-----|-------|------------------|
| nr + | { | a | Sarah | ear | [ɛə] | hear, near, year |
| | | e | dare | | [ɛə] | pear |
| | | i | various | | [ɔə] | learn, heard |
| | | y | Mary | | [a] | heart |
| air | [ɛə] | air, hair | | eer | [iə] | deer |
| er | [ɛə] | her, certain | | cir | [ɛə] | their |
| ere | [ɛə] | here | | ir | [ɔə] | fir, bird, girl |
| | [ɛə] | where, there | | ire | [aɪə] | fire, tired |

or [ɔɪ] for, form, short
[ɔɪ] work, world

or + { a flora
e more
i glorious
y story

oar [ɔɪ] roar
oor [uə] poor
[ɔɪ] door, floor
our [ɔɪ] pour, four
+ konsonant [əɪ] journal, journey
ur [əɪ] fur, turn
ure [uə] sure, pure

HÄÄLDAMISHARJUTUSED (PRONUNCIATION EXERCISES)

[i]

[i]

Keep clean.
Please be neat.
She eats peas.
Believe me she deceives me.

It fits him.
Give Dick his biscuit.
It's a pity Pitt's busy.

[e]

[u]

Let's get a net.
Bess sent Ted ten hens' eggs.

Cook took a look.
You should if you could.
Look, full of books!

[æ]

Fat oats are happy on Pat's lap.
Can apple salad go bad?
Perhaps you can have a hat, madam.

[ʌ]

Percy turned when he heard the girl's words.
Birds searched the earth for worms.

[oʊ]

Oh no! Don't go home alone. Nobody knows how lonely the road is.
So the old boat floated slowly to the coast.
The bowl rolled into a hole.

[θ — s]

Thoughts seem solid things.
"Think of a simple path," said Seth.
Thou saw Athens last month.

[ð — z]

Thence between those rows, then!
These noises arose from the clothes.

[v — w]

Vera went very white.
What value have wet valves?

ARTIKKEL POSIVAIS SÕNAUHENDEIS

a) umbmäärane artikkel:

a few mõned
a good deal of..., a great deal of..., a great many..., a lot of... suur
hulk..., palju...
a little pisut, natuke(ne), veidi
as a matter of fact tegelikult, õigupoolest
as a rule tavaliselt, harilikult
at a late hour hilisel tunnil, hilja õhtul
at an end lõpul
at a speed of... kiirusega...
for a long time kaua aega
in a loud (low) voice valju (tasase) häälega
in a short time lühikese aja jooksul
It is a pity that... on kahju, et...
it's a long way sinna on tükk maad
three times a day (a week, a month, a year) kolm korda päevas (nädala, kuus, aastas)
to be at a loss kimbatuses olema
to be in a hurry kiire olema
I am in a hurry mul on kiire
to feel a pain valu tundma
to go for a walk jalutama minema, jalutamas käima
to have a cold külmetanud olema
I have a cold in my head mul on nohu
to have a good time aega lõbusasti veetma
to have a headache peavalu kannatama
I have a headache mul on peavalu, mu pea valutab
to have a smoke suitsu tegema
to have a talk vestlema, juttu ajama
to have a temperature palavikus olema
to take a rest puhkama
to take a seat istet võtma, istuma

b) määrav artikkel:

- In the morning hommikul
- In the evening õhtul
- In the afternoon pärast lõunat, õhtupoolikul
- In the country maal
- In the field põllul
- In the street tänaval
- In the sun päikese käes
- on the right (left) paremal (vasakul)
- at the seaside mererannas
- at the skating-rink, on the ice liuväljal
- on the one (other) hand ühelt (teiselt) poolt
- on the whole üldiselt, kõike arvestades
- the day before yesterday üleeile
- the day after tomorrow ülehomme
- the other day hiljuti, mõni päev tagasi
- to go to the theatre (the cinema, the pictures) teatrisse (kinno) minema,
- teatris (kinos) käima
- to play the piano (the violin) klaverit (viulit) mängima
- to pass the time aega veetma
- to take the bus (the tram) bussiga (trammiga) sõitma
- to tell the truth tõtt rääkima
- to tell the way teed juhatama

c) artikkel puudub:

- at night öösel
- at dinner (breakfast, supper) lõunat (hommikust, õhtust) söömas
- at home kodus
- at school koolis
- to school kooli
- at sea merel
- at work tööl
- at peace rahuajal
- at war sõjajalal
- at (või on) page three kolmandal leheküljel
- by tram (train, bus) trammiga (rongiga, bussiga)
- by air (water, sea, land) õhuteed ((vett, merd, maad) mööda
- by day päeval
- by heart pähe, peast
- by chance juhuslikult
- by mistake kogemata, eksikombel
- by post posti teel, postiga

- In fact õigupoolest, õieti, tegelikult
- In time õigel ajal
- In town linnas
- on board (a ship) (laeva) pardal
- on deck (laeva) tekil
- on foot jalgsi
- on sale müügil
- on condition that... tingimusel, et...
- day after day päev päeva järel
- day by day päevast päeva
- day and night päeval ja ööl
- from morning to (või till) night hommikust õhtuni
- from time to time aeg-ajalt
- from head to foot pealaest jalatallani
- to be on duty korrapidajaks olema
- to go to bed magama minema
- to go to school koolis käima
- to go to town linna sõitma
- to take part in (millestki) osa võtma

MATEMAATILISI AVALDISI (MATHEMATICAL EXPRESSIONS)

- 10^2 ten to the second (power); ten squared
- 10^3 ten to the third (power); ten cubed
- 10^∞ ten to the power of infinity
- 10^{-1} ten to the minus first (power)
- $\left(\frac{x}{y}\right)^m$ x squared divided by y cubed in parentheses to the m^{th} power
- \sqrt{a} square root of a
- $\sqrt[3]{a}$ third (või cube) root of a

1. BAREEGLIPÄRASTE VERBIDE PÕHIVORMID

Tuheks on nurksulgudes märgitud rõhulise silbi vokaali või diftongi hääldamine. Kui esineb raskusi ka konsonantide hääldamises, on nurksulgudes antud terve sõna hääldus.

| Infinitive Infinitiv | Past Indefinite Üldm. nevik | Past Participle Mineviku kesk- sõna | Chief Meanings Põhitähendus |
|--|--|--|---|
| arise [ai] be [i:] | arose [ou] was [ə] were [ər, ər] | arisen [i] been [i:] | tõusma olema |
| bear [æ] | bore [ɔ:] | borne [ɔ:] | kandma; sünnitama; ta- luma |
| beat [i:] become [Δ] | beat [i:] became [ei] | beaten [i:] become [Δ] | peksma, lööma saama (millekski, kel- lekski), muutuma |
| begin [i] bend [e] bite [ai] blow [ou] break [ei] | began [æ] bent [e] bit [i] blew [u:] broke [ou] | begun [Δ] bent [e] bitten [i] blown [ou] broken [ou] | algama; alustama painutama, kummardama hammustama puhuma murduma; murdma, pu- rustama |
| bring [i] build [i] burn [ər] buy [ai] cast [ai] catch [æ] choose [u:] come [Δ] cost [ɔ] creep [i:] cut [Δ] dig [i] do [u:] draw [ɔ:] dream [i:] | brought [ɔ:] built [i] burnt [ər] bought [ɔ:] cast [ai] caught [ɔ:] chose [ou] came [ei] cost [ɔ] crept [e] cut [Δ] dug [Δ] did [i] drew [u:] { dreamed [i:] dreamt [e] drank [æ] drove [ou] ate [et] fell [e] fed [e] felt [e] fought [ɔ:] found [au] flew [u:] foretold [ou] forgot [ɔ] forgave [ei] froze [ou] got [ɔ] | brought [ɔ:] built [i] burnt [ər] bought [ɔ:] cast [ai] caught [ɔ:] chosen [ou] come [Δ] cost [ɔ] crept [e] cut [Δ] dug [Δ] done [Δ] drawn [ɔ:] { dreamed [i:] dreamt [e] drunk [Δ] driven [i] eaten [i:] fallen [ɔ:] fed [e] felt [e] fought [ɔ:] found [au] flown [ou] foretold [ou] forgotten [ɔ] forgiven [i] frozen [ou] got [ɔ] | tooma ehitama põlema; põletama ostma viskama (kinni) püüdma valima tulema väärt olema, maksma roomama; pugema lõikama kaevama tegema joonistama und nägema; unis- tama jooma ajama; sõitma sööma langema, kukkuma toitma; toituma tundma võitlema leidma lepdama enustama unustama andestama külmetama; külmuma (midagi) saama |

| Infinitive Infinitiiv | Past Indefinite Üldminevik | Past Participle Mineviku kesk- sõna | Chief Meanings Põhitähendused |
|--------------------------|-------------------------------|---|----------------------------------|
| give [i] | gave [ei] | given [i] | andma |
| go [ou] | went [e] | gone [ɔ] | minema, käima |
| grow [ou] | grew [u] | grown [ou] | kasvama; (m. lekskl) muutuma |
| hang [æ] | hung [ʌ] | hung [ʌ] | riippuma; riputama |
| have [æ] | had [æ] | had [æ] | omama |
| hear [iə] | heard [ə] | heard [ə] | kuulma |
| hide [ai] | hid [i] | { hidden [i] hid [i] | peitma, varjama |
| hit [i] | hit [i] | hit [i] | tabama |
| hold [ou] | held [e] | held [e] | hoidma |
| hurt [ə] | hurt [ə] | hurt [ə] | vigastama |
| keep [i] | kept [e] | kept [e] | pidama, hoidma |
| know [nou] | knew [nju] | known [noun] | teadma, tundma |
| lay [ei] | laid [ei] | laid [ei] | panema, asetama |
| lead [i] | led [e] | led [e] | juhtima |
| lean [u] | leant [e] | leant [e] | nõjatuma |
| learn [ə] | { learned [ə] learnt [ə] | { learned [ə] learnt [ə] | õppima; teada |
| leave [u] | left [e] | left [e] | saama |
| lend [e] | lent [e] | lent [e] | lahkuma; (maha) jätma |
| let [e] | let [e] | let [e] | laenutama, laenuks |
| lie [ai] | lay [ei] | lain [ei] | andma |
| light [ai] | { lighted [ai] lit [i] | { lighted [ai] lit [i] | laskma, lubama |
| lose [lu:z] | lost [ɔ] | lost [ɔ] | lamama |
| make [ei] | made [ei] | made [ei] | valgustama; |
| mean [i] | meant [e] | meant [e] | süütama |
| meet [i] | met [e] | met [e] | kaotama |
| pay [ei] | paid [ei] | paid [ei] | tegema, valmistama |
| put [u] | put [u] | put [u] | tähendama |
| read [i] | read [e] | read [e] | kohtuma; kohtama |
| ride [ai] | rode [ou] | ridden [i] | maksma, tasuma |
| ring [i] | rang [æ] | rung [ʌ] | panema |
| rise [ai] | rose [ou] | risen [i] | lugema |
| run [ʌ] | ran [æ] | run [ʌ] | sõitma; ratsutama |
| say [ei] | said [e] | said [e] | heisema; helistama |
| see [i] | saw [ɔ] | seen [i] | tõusma |
| seek [i] | sought [sɔ:t] | sought [sɔ:t] | jooksma |
| sell [e] | sold [ou] | sold [ou] | ütlema |
| send [e] | sent [e] | sent [e] | nägema |
| set [e] | set [e] | set [e] | otsima |
| sew [ou] | sewed [ou] | sewn [ou] | müüma |
| shake [ei] | shook [u] | shaken [ei] | saatma |
| shine [ai] | shone [ɔ] | shone [ɔ] | panema, asetama |
| shoot [u] | shot [ɔ] | shot [ɔ] | õmblema |
| show [ou] | showed [ou] | shown [ou] | raputama |
| shut [ʌ] | shut [ʌ] | shut [ʌ] | paistma, s. rama |
| sing [i] | sang [æ] | sung [ʌ] | (püssi) laskma |
| | | | näitama |
| | | | sulgema |
| | | | lauima |

| Infinitive Infinitiv | Past Indefinite Üldminevik | Past Participle Mineviku kesk- sõna | Chief Meanings Põhitähendused |
|-------------------------|-------------------------------|---|--|
| sink [i] | sank [æ] | sunk [ʌ] | vajuma |
| sit [i] | sat [æ] | sat [æ] | istuma |
| sleep [i] | slept [e] | slept [e] | magama |
| slide [ai] | sid [i] | slid [i] | libisema |
| smell [e] | { smelt [e] smelled [e] | { smelt [e] smelled [e] | lõhnama |
| speak [i] | spoke [ou] | spoken [ou] | rääkima |
| spell [e] | { spelled [e] spelt [e] | { spelled [e] spelt [e] | veerima |
| spend [e] | spent [e] | spent [e] | veetma; (raha) kulutama |
| spit [i] | spat [æ] | spat [æ] | sülutama |
| spring [i] | sprang [æ] | sprung [ʌ] | hüppama |
| spill [i] | { spilt [i] spilled [i] | { spilt [i] spilled [i] | maha loksutama |
| spread [e] | spread [e] | spread [e] | levima; laotama |
| stand [æ] | stood [u] | stood [u] | seisma |
| stuck [ʌ] | stuck [ʌ] | stack [ʌ] | pistma, torkama; kleepuma; kleepima |
| strew [ur] | strewed [ur] | { strewn [ur] strewed [ur] | laiali puistama |
| strike [ai] | struck [ʌ] | struck [ʌ] | lööma |
| sweep [i] | swept [e] | swept [e] | pühkima |
| swim [i] | swam [æ] | swum [ʌ] | ujuma |
| take [ei] | took [u] | taken [ei] | võtma |
| teach [a] | taught [ɔ] | taught [ɔ] | õpetama |
| tell [e] | told [ou] | told [ou] | ütleva; jutustama |
| think [i] | thought [ɔ] | thought [ɔ] | mõtleva |
| throw [ou] | threw [ur] | thrown [ou] | viskama |
| trawl [e] | trod [ɔ] | trod [ɔ] | tallama |
| understand [æ] | understood [u] | understood [u] | mõistma, aru saama |
| wake [e] | { woke [ou] waked [ei] | { woke(n) [ou] waked [ei] | ärkama; äratama |
| wear [æ] | wore [ɔ] | worn [ɔ] | (rõivaid) kandma |
| weep [i] | wept [e] | wept [e] | nutma |
| won [ʌ] | won [ʌ] | won [ʌ] | võitma |
| wind [ai] | wound [au] | wound [au] | kerima |
| write [rait] | wrote [rou] | written [ritn] | kirjutama |

SÕNASTIKUD

LÜHENDID (ABBREVIATIONS)

| | | |
|---|---------|---|
| = adjektiiv, omadussõna — ad- jective | muus | = muusika — music |
| = adverb, määrsõna — adverb | n | = nimisõna — noun |
| = Ameerikas tarvitav — American | num. | = numeraal, arvsõna — nu- meral |
| = arhailine, vanamoeline — archaic | obj. | objekt, sihtis — object |
| = atributiivne (nimisõna täien- dav), -selt — attributive(ly) | ol. | = (üld)olevik — Present Indefi- nite |
| = bioloogia — biology | p | = pööre — person |
| = demonstriativne, näitav — de- monstrative | peam. | = peamiselt — chiefly |
| = ehk — or | pilt. | = piltlik(ult) — figurative(ly) |
| = eelmine (sõna) — preceding (word) | pl. | = pluural, mitmus — plural |
| = emfaatiline, tunderõhuline — emphatic | pn. | = pärisnimi — proper noun |
| = eriti — especially | poet. | = poeetiline, luulekeelne — po- etical |
| = familiaarne, kodusemas kõne- keeles tarvitav — familiar, colloquial | poss. | = possessiivne, omastav — pos- sessive |
| = fotograafia — photography | postp. | = postpositsioon — postposition |
| = grammatika — grammar | p. p. | = mineviku kesksõna — past participle |
| = haruldane — rare | pr. | = prantsuskeelne (võõrsõna) — French |
| = infinitiiv, tegevusnimi — in- finitive | pred. a | = predikatiivne (õeldistältena ka- sutatav) adjektiiv — predica- tive adjective |
| = interjektsioon, hüüdsõna — interjection | pref. | = prefiks, eesliide — prefix |
| = ja nii edasi — and so on | prep. | = prepositsioon, eessõna — pre- position |
| = juriidiline — legal | pron. | = pronoomen, asesõna — pro- noun |
| = keemia — chemistry | puud. | = puudub (mingi vormi kohta) — missing |
| = kollektiivne, -selt — collec- tive(ly) | refl. | = refleksiivne, -selt, enesekoha- ne, -selt — reflexive(ly) |
| = komparatiiv, keskvõrre — comparative | ret. | = retooriline, ilukõneline — rhe- torical |
| = konjunksioon, sidesõna — conjunction | sg | = singular, ainsus — singular |
| = latinakeelne — Latin | smb. | = keegi, kedagi — somebody |
| = lastekeelne — nursery lan- guage | smb.'s | = kellegi — somebody's |
| = literaarne, raamatuline — lit- erary | smth. | = midagi — something |
| = lühend — abbreviation | sup. | = superlatiiv, ülivõrre — super- lative |
| = matemaatika — mathematics | tarvit | = tarvitatakse — used |
| = meditsiin, arstiteadus — medi- cine | tul | = (üld)tulevik — Future Indefi- nite |
| = (üld)minevik — Past Indefi- nite | v. | = verb, tegusõna — verb |
| | vanas. | = vanasõna — proverb |
| | vt | = vaata — see |
| | ühisk. | = ühiskondlik — social |

ühislab ebareeglipärast verbi, mille põhivormid on antud tabelis lk. 252—254

VOCABULARY TO LESSONS 1 10

1144

I am [aɪ əm] m. n) a olen
 And Park [ænd pɑ:k] pn.
 name [neɪm] nimi
 I am [aɪ əm] m. n) a olen
 live [lɪv] elama
 sister [sɪstə] õde
 Kate [keɪt] pn.
 go to school [gəʊ tuː skuːl] õppima
 to [tuː] prep. -le, -ni -sse
 to go to school koolis käima
 Tom [tɒm] pn.
 at school [æt skuːl] koolis
 they [ðeɪ] nemad, nad
 read [riːd] lugema
 write [raɪt] kirjutama
 friend [frend] sõber
 her [hə, hiː] tema, t (ma) oma (naiss
 most oluline kohta)
 Mary [ˈmæəri] pn.
 too [tuː] ka
 we [wiː] me
 study [ˈstʌdi] õppima
 English [ˈɪŋɡlɪʃ] inglise keel
 speak [spiːk] rääkima
 home [hoʊm] kodu
 at home [ət hoʊm] kodus
 help [helɪp] abistama
 mother [ˈmʌðə] ema
 cook [kʊk] keetma
 dinner [ˈdɪnə] lõuna
 evening [ˈiːvɪŋ] õhtu
 in the evening õhtul
 like [laɪk] meeldima
 I like m. l. meeldib, ma armastan
 good [ɡʊd, heə]
 note [noʊt] (pl. notes [ˈnoʊts]) märge, üles
 tühe lüs
 text [tekst] tekst
 present [ˈpreznt] grammatika
 Present Indefinite [ˈpreznt ɪn dɪfɪnɪt] üld-
 vorm
 affirmative form [əˈfɜːmætiːv fɔːm] jaatav
 vorm
 exercise [ˈeksəsaɪz] harjutus

LESSON 2

two [tʰu] hō
morning ['mɔ:ŋŋ] hommik
in the morning hommikəl
it is morning [mɔ:ŋŋ] mɔ:ŋŋ
get up [gɛt ʌp] gɛt ʌp
seven [sɛvən] sɛvən
at seven o'clock [sɛvən ɔ:k lɔ:k] kɛl sɛvən
breakfast ['brɛkfəst] hommikne
we have breakfast mɛ sōm
of [ɔv, ɒv] prɛp. (vɔjɛndɛn
ōi osas̄a:u kɛndɛ s.
coffee ['kɒfi] kɒfi
we have a cup of coffee mɛ
bread [brɛd] lɛib
butter ['bʌtɜ] vōi
bread-and-butter [brɛd-ənd-
by [baɪ] baɪ
bus-stop [bʌs stɒp] bʌs stɒp
meet [mi:t] mi:t
begin [bɪɡɪn] bɪɡɪn
ten [tɛn] tɛn
new [nju] nju
school bag [skul bæg] hoolkoll
take [teɪk] teɪk
his [hɪz] hɪz, (tema) oma (mɛss-
text-book ['tɛkstbʊk] ɔpik
pencil-box ['pɛnsɪlbɒks] pɛnəl
notebook ['nəʊtbʊk] vɛnik
pencil ['pɛnsɪl] pɛlɪ ats
say [seɪ] ɔlɛfna
good-bye [gʊd baɪ] gʊd baɪ
father [fɑ:ðə] fɑ:ðə
leave [li:v] lɔbɔkuma

noun [naun] ninnesā
plural [pluə(r)ə] ninnē
Possessive Case [pə'zēsiv keis] omastav
Possessive Pronoun pə'zēsiv prə'na :
cor out form [kə'h'dʒoint form] omad's
same form

LESSON 3

three [θri:] ko m
dialogue ['dialəg] dial'og, kahekōne
university [ju(n)'vɜ:siti] ū, kool

de | m | v | e , ?
to | ? | p | o | r | e | e | e | e
e | e | o | o | r | e | k | e | t | f | o | r | u | m | l | o | e | n | g | u | r | u

[illegible]

or take [mɪstək] viga
 He can do it. ȳq
 Don't do it. ʔs
 put | bar ma
 to put down a's kir utama, kir a panema
~~network~~ | ~~network~~ kodulōo
~~work~~ | ~~work~~, tōnān
 don't | quma
 he | el
 or | tse-aa
 work | ad | el | s

ISSN 4

1. *For the purpose of this section, the term "person" shall include any individual, partnership, corporation, association, or other legal entity.*
 2. *For the purpose of this section, the term "person" shall include any individual, partnership, corporation, association, or other legal entity.*
 3. *For the purpose of this section, the term "person" shall include any individual, partnership, corporation, association, or other legal entity.*

post technical [ˈtɛknɪkəl] plur. n. l. e
 Institute [ˈɪnstɪtjuːt] Institut
 as [æz] kuna
 far [fɑː] kaugele, karge
 from [frɒm] prep. +
 to take a bus bussiga sõõma
 often [ˈɒ(ɪ)fən] tihti, sageli
 about [əˈbaʊt] prep. -st, üm. kohta
 study [ˈstʌdi] (pl. studies) õõig
 always [ˈɔːlweɪz] alati, kõõka
 glad [glæd] rõõõmus
 receive [rɪˈsiːv] saada
 letter [ˈletə] kiri
 very [ˈveri] väga
 interesting [ˈɪntərɪstɪŋ]
 when [wen] mil
 near [nɪə] lähedal, lähõka
 to come home koju tulema, koju jõõudma
 I sit down at my table ma istun õõma laua
 lähõka
 newspaper [ˈnjuːspetə] a leht
 prepare [prɪˈpeə] ette võõtta
 much [mʌtʃ] palju
 difficult [ˈdɪfɪk(ə)lt] raske
 for [fɔː] [fɔː] jaoks

article ['ɑ:tɪk] artikkel
the Indefinite [ɪn'defɪnɪt] Artikcle umbmää-
rane artikkel
the Definite ['defɪnɪt] Artikcle määrav artik-
kel
do [du, du, də] (abiverbina sarvitatult ees-
tikeelne tõkevast puidub), (täistsõh-
nustiku verbina) legema

LESSON 5

live [laɪv] viis
 time [taɪm, aeg]
 season ['si:zən] aastaaeg
 month [mʌnθ] kuu
 school-year ['sku:l.jə] õppeaasta
 year [jɪə, jɔ:] aasta
 Soviet ['sovju:t, sɒv et] nõ. s. gr.
 Union ['ju:njən] liit
 the Soviet Union nõrkogude Liit
 autumn ['ɔ:təm] sügis
 list [lɪst] esimehe
 term [tɜ:m, semester]
 last [lɪst] kestma, viimane
 half [hɔ:f] (pl. halves [hɔ:vz]) pool
 January ['dʒæn.jʊəri] jaanuar
 February ['februəri] veebruar
 March [mɑ:tʃ] märts

$$H = \frac{1}{2} \left(\frac{1}{m} p^2 + m \omega^2 x^2 \right)$$

אגן אגן
אגן אגן

In position

choose [tʃuːz] valima
chosen [ˈtʃoʊzn] valitud
to take a walk jalutuskäik tegema
through lõikama

ENGLISH-ESTONIAN ALPHABETIC VOCABULARY

act [ækt] *v.* tegutseda
 act [ækt] *n.* näitlemine, mäng
 action [ækʃən] *n.* tegevus, tegu, teema
 across [ə'krɒs] *prep.* (risti) üle 2. *adv.* (risti) üle; teisel pool, teisele poole
 act [ækt] *n.* 1. tegu, loiming, (näidend) näitus, 2. v. tegutseda, toimima, 1. t. ema
 acting [æktɪŋ] *n.* näitlemine, mäng
 action [ækʃən] *n.* tegevus, tegu, teema
 active [æktɪv] *a.* tegev, aktiivne
 the active voice *gr.* aktiivne
 activity [æktɪvəti] *n.* tegevus
 activities [æktɪvə'ti:z] *n.* tegevused
 actor [æktər] *n.* näitleja
 actually [æktʃuəli] *adv.* tõeliselt, tegelikult
 adaptation [ædəp'teɪʃən] *n.* kohandamine
 adapted [ə'dæptɪd] *a.* kohandatud, adaptitud
 add [æd] *v.* lisama
 adjective [ədʒektɪv] *n.* omadussõna, ad-
 jektiv
 admiration [ædə'meɪʃən] *n.* imetus, imetamine
 advent [əd'vent] *n.* (tähtsa isiku või sünd-
 muse) saabumine
 adverb [əd'verb] *n.* sõna, mis muudab
 adverbial [əd'verbɪəl] *n.* sõna, mis muudab
 adverbial of time *n.* ajasõna
 advice [əd'vaɪs] *n.* nõu, soovitus
 advise [əd'vaɪz] *v.* soovitada
 aeroplane [æ'rə'pleɪn] *n.* lennuk, aeroplaan
 Aesop [æ'sɒp] *n.* Aesopos
 aether [æ'tɜː] *n.* eeter
 affair [ə'feə] *n.* asja, sündmus, probleem
 affirmative [ə'færmətɪv] *a.* kinnitav

afraid [ə'fraɪd] *pred. a.* hirmul, kohkunud
 be afraid of (midagi) kartma
 Africa [ə'frɪkə] *pn.* Aafrika
 African [ə'frɪkən] *1. a.* aafrika; *2. n.* aafri-
 can
 after [ɑːftə] *prep.* taga, taha, järel, järele:
 põhjal, järgi, pärast, peale
 after all kõigest hoolimata, lõpuks lõ-
 puks, ikkagi
 afternoon [ɑːftə'nʌn] *n.* pärastlõuna, õhtu-
 poolik
 in the afternoon pärast õunat, õhtu-
 pool
 afterwards [ɑːftəwə'dz] *adv.* pärast, järel
 again [ə'geɪn] *adv.* jälle, uuesti, veel
 against [ə'geɪnst] *prep.* vastu
 age [eɪdʒ] *1. n.* vanus, lga, 2. v. vananeda
 aged [eɪdʒd] *a.* van, vanadus
 ago [ə'ɡoʊ] *adv.* (leatav aeg) tagasi
 an hour ago pool tundi
 long ago lühiaegselt tagasi
 agree [ə'ɡriː] *v.* nõustuda, kokku leppida
 ahead [ə'heɪd] *adv.* ees, ette
 ahead of schedule enne määratud aega
 go ahead at a great speed suure kiir-
 ga edasi lormam
 walk ahead ees käima
 aid [aɪd] *n.* abi, toetus
 with the aid of millega
 aid [aɪd] *n.* 2. abi, toetus
 by aid of millega
 in the open air avaselt
 aircraft [æ'raɪkɹɑːft] *n.* lennuk, lennuk
 jet aircraft (jet) lennuk
 aircraft [æ'raɪkɹɑːft] *n.* lennuk
 alarm [ə'lɑːm] *n.* hoiatus
 be in great alarm suures ärevuses
 be alarmed ärevusse sattuma
 alas [ə'lɑːs] *interj.* paraku, oh häda!
 album [æl'bʌm] *n.* album
 Aldridge [ɔːldrɪdʒ] *pn.*
 Alred [æ'lred] *pn.*
 alike [ə'laɪk] *pred. a.* sarnane, ühesugune
 alive [ə'laɪv] *pred. a.* elus, elav, harme
 all [ɔːl] *1. adv.* kõik, terve, kogu; *2. pron.*
 kõik
 all at once äkki, korraga
 all day kogu päev

all right [ɔːl raɪt] hea küll, hästi
 all the time kogu aeg
 at all üldse
 in all kõrgu, ühtekokku
 allow [ə'laʊ] *v.* lubama
 all-pervading [ɔːpə'veɪdɪŋ] *a.* kõikehõl-
 vastav
 almost [ɔːlməʊst] *adv.* peaaegu
 alone [ə'ləʊn] *pred. a.* üks, üksinda
 along [ə'lɒŋ] *1. prep.* piki, mööda; *2. adv.*
 kaasa
 along with me koos minuga, minuga
 kaasa
 come along tule (või, tulge) kaasa, läh-
 me
 aloud [ə'laʊd] *adv.* valuselt, valjalt
 alphabet [æ'lphəbɪt] *n.* tähtsümbol, alfabeet
 already [ɔːlredɪ] *adv.* juba
 also [ə'lsoʊ] *adv.* ka, ka, samuti
 although [ə'lðəʊ] *conj.* kuigi, ehk
 altitude [æl'tɪtjuːd] *n.* kõrgus
 always [ə'lweɪz] *adv.* alati, ikka
 am [əm, rə'hʌlʌt] *a.* olen
 am [əm, rə'hʌlʌt] *v.* olen
 am [əm, rə'hʌlʌt] *v.* olen
 ante meridiem [æntə'merɪdiəm] *adv.* enne lõu-
 nat, hommikul
 ambulance [æm'bʊləns] *n.* kiirabi
 America [ə'merɪkə] *pn.* Ameerika
 American [ə'merɪkən] *1. a.* ameerika; *2. n.*
 ameeriklane
 among [ə'mʌŋ] *prep.* hulgas, seas
 among other things muu hulgas
 amount [ə'maʊnt] *n.* hulk, kogus
 amusing [ə'mjuːzɪŋ] *a.* rõõms, naeruv
 an [æn, rə'hʌlʌt] *an.* umbmäärane artikkel
 and [ænd, rə'hʌlʌt] *and.* (n.d.) *conj.* ja
 and
 anger [æŋgə] *n.* viha
 angrily [æŋgrɪ] *adv.* vihase
 angry [æŋgrɪ] *a.* vihane
 animal [æ'nɪməl] *n.* loom
 domestic animal koduloom
 Ann [æn] *pn.*
 announce [ə'naʊns] *v.* teatama, teada and-
 ma
 announcement [ə'naʊnsmənt] *n.* teatamine
 annoyed [ə'nɔɪd] *a.* pahane
 another [ə'nʌðə] *pron.* teine, veel üks
 answer [ɑːnsə] *1. v.* vastama; *2. n.* vastus
 antecedent [æntɪ'si:dənt] *n.* gr. põlvsõna
 antonym [æntənɪm] *n.* vastandsõna, anto-
 nym
 anxiety [æŋ'zaɪəti] *n.* mure, krus

anxious [ˈæŋ(ɪ)ʃəs] a. (midaagi) väga soo-
 he* was anxious to go ta tahtis väga
 any [ˈeni] pron. tnõr. keegi ükski k n s
 body [ˈembədi] pron. keegi ükski k kes
 anyone [ˈeni] pron. keegi ükski k kes
 anything [ˈeniθɪŋ] pron. midaagi misvõõras
 anywhere [ˈeniwɛə] adv. igas pool
 apology [əˈpɒlədʒi] n. vabandus
 approach [əˈprəʊtʃ] v. lähenema, ilg'nema
 April [ˈeɪprəl] n. aprill
 arise [əˈraɪz] v. ariseda, tõusta
 arise [əˈraɪz] n. plindala
 arise [əˈraɪz] v. (arise) [əˈraɪz] ariseda
 arise [əˈraɪz] n. käävõng (s)
 arise [əˈraɪz] n. tugitool
 arise [əˈraɪz] n. pl. relvad
 arise [əˈraɪz] n. armee, sõjavägi
 arise [əˈraɪz] n. Soviet Army Nõukogude armee
 arise [əˈraɪz] v. ariseda
 arise [əˈraɪz] 1. prep. ümber; 2. adv.
 ümberkäik
 arise [əˈraɪz] n. korrad
 arise [əˈraɪz] n. saabumine, pärale-
 arise [əˈraɪz] v. saabuma, jõudma (kuhagi)
 arise [əˈraɪz] n. artikkel, kirjutis, ese,
 artikkel
 arise [əˈraɪz] a. kunstlik
 arise [əˈraɪz] n. kunstnik, er. maalikunst-
 arise [əˈraɪz] a. kunstiline
 arise [əˈraɪz] n. kunstiline väärtus

auxiliary [əg'ziljəri, ək'shəri] *I. adj.* abur
 2. *n.* gr abiverb
 average [ˈævərɪdʒ] *a* keskmine
 avoid [ə'vɔɪd] *v* vältima
 awake [ə'weɪk] *pred.* *a* ärkvel
 wide awake täiesti võt valvsalt ärkvel
 ax [æks] *n.* *adj.* ää *a* *ax* *ax* *ax*
 ax [æks] *n.* *a* kole, härmus, kohutav
 axes [ˈæksɪz] *n.* (pl. axes [ˈæksɪz]) telg
 axes [ˈæksɪz] *nn* Asoori saared

bear II [beɪ] v. (bore [boɪ], borne [bɔ:n])
 kandma, tauma
 be born sünduma
 beard [bɜːd] n. habr
 beastly [ˈbeɪsli] a. sam vastik
 isn't it a beastly day? kas pole vastik
 päev?
 beat [bi:t] v. (beat, beaten [ˈbi:tɪn]) löma,
 peksma
 beaten [ˈbi:tɪn] vt beat
 beautiful [ˈbju:tɪfʊl] a. ilus kaunis
 beauty [ˈbju:ti] n. ilu, kaunidus
 became [bɪˈkeɪm] vt become
 because [bɪˈkɔːz] konj. seelipärast et, sest
 because of [bɪˈkɔːz] a. (because [bɪˈkeɪm], be-
 come) seepärast (kelchaks m. lehesp. v. a.
 tuma)
 becoming [bɪˈkeɪmɪŋ] a. kaunis
 bed [bed] n. voodi
 go to bed magama minema
 beet [bi:t] n. domal n.
 been [biːn] vt be
 beer [biə] n. õlu
 before [bɪˈfɔː] 1. konj. enne k. 2. prep.
 enne, ees, ette; 3. adv. ees(poo), varem
 the evening before eelmise õhtul
 beg [biːd] v. ge. paluda, korraldada
 I beg your pardon palun vabandust
 began [bɪˈɡæn] vt begin
 began [bɪˈɡæn] began [bɪˈɡæn] begun
 [bɪˈɡæn] a. algama, alustama (põu et hak-
 kama)
 beginning [bɪˈɡɪnɪŋ] n. algus
 from the very beginning päris algusest
 peale
 began [bɪˈɡæn] vt begin
 behaviour [bɪˈheɪvjə] n. käitumine
 behind [bɪˈhaɪnd] 1. prep. taga, ta, taga, taga
 2. adv. taga, ta, taga, taga
 being [biːɪŋ] n. olemine
 human being inimene
 believe [bɪˈliːv] v. uskuda
 you may not believe me ma võin olla ei
 usu n. ei
 bell [bel] n. kell, kerk
 church bell kerk
 the bell of an ambulance ambulantsi
 signaal
 belong [bɪˈlɒŋ] v. kuuluda
 below [bɪˈləʊ] 1. prep. alla, all
 2. adv. alla, all
 Ber [bɪˈr] n.
 bend [bend] v. bänd, kerk, bend
 the

[illegible][illegible]

deck [dek] n. laevalagi feki
on deck pardal
decorate [dɪˈkeɪt] v. dekoreerima, kaunistada
Dee [di] pn.
deep [di:p] 1. a sügav, 2. n sügavik
deep [di:p] 1. a sügav, 2. n sügavik

deer [diə] n. (pl deer) hirs
define [dɪˈfaɪn] v. määratleda, kindel
the definite article määrav artikkel
definition [dɪfɪˈnɪʃən] n. definitsioon
degree [dɪˈɡri:] n. kraad; gr. võrdlusaste
demeanor [dɪˈmiːnə] n. käitumine
demonstrate [dɪˈmɒnstreɪt] v. demonstreerida

denominator [dɪˈnəmiːnətoʊ] n. (mat.) nimetaja
deny [dɪˈnaɪ] v. eitama
depend [dɪˈpend] v. sõltuma, olemas (mil-
lestatki, kollestatki on)

depress [dɪˈpres] v. masendama
deserve [dɪˈzɜːv] v. teenida
description [dɪˈskrɪpʃən] n. kirjeldus
desire [dɪˈzaɪə] n. soov, soovitus, soov

develop [dɪˈveləp] v. arendama, arenema
development [dɪˈveləpmənt] n. arendamine
develop [dɪˈveləp] v. arendama, arenema
develop [dɪˈveləp] v. arendama, arenema

do [du:] v. tegema, tegema
do [du:] v. tegema, tegema
do [du:] v. tegema, tegema
do [du:] v. tegema, tegema

do [du:] v. tegema, tegema
do [du:] v. tegema, tegema
do [du:] v. tegema, tegema
do [du:] v. tegema, tegema

do [du:] v. tegema, tegema
do [du:] v. tegema, tegema
do [du:] v. tegema, tegema
do [du:] v. tegema, tegema

dig [dɪg] v. (dug [dʌg], dug) kaevama
dign [ˈdɪɡnə] n.
dine [daɪn] v. lõunastama
diner [ˈdaɪnə] n. lõunastaja
dining-room [ˈdaɪnɪŋru:m] n. söögituba
dinner [ˈdɪnə] n. lõuna

dip [dɪp] v. sukeldama, püstima
direct [dɪˈrekt] 1. v juhtima, suunama, 2. a
otsene, vahetu
direction [dɪˈrekʃən] n. suund, siht; juht-
nõu, juhend

director [dɪˈrektə] n. direktor
dirty [ˈdɪrti] a. must, määrdunud; porine
disappear [dɪsəˈpiə] v. kaduma, häibuma
disappoint [dɪsəˈpɔɪnt] v. (kellelegi) pettu-
mist, vabandust

disappointment [dɪsəˈpɔɪntmənt] n. pettu-
mus
in disappointment pettumisega
discover [dɪsˈkʌvə] v. avastada, leida
discuss [dɪˈskʌs] v. arutleda, vahetada, vaid-
eldada

discuss [dɪˈskʌs] v. arutleda, vahetada, vaid-
eldada
discuss [dɪˈskʌs] v. arutleda, vahetada, vaid-
eldada
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eldada
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eldada

discuss [dɪˈskʌs] v. arutleda, vahetada, vaid-
eldada
discuss [dɪˈskʌs] v. arutleda, vahetada, vaid-
eldada
discuss [dɪˈskʌs] v. arutleda, vahetada, vaid-
eldada

discuss [dɪˈskʌs] v. arutleda, vahetada, vaid-
eldada

dot [dɒt] n. täpp, punkt
know to the dot täpselt teadma
double [ˈdʌbl] a. kahekordne, topelt
double-decker [ˈdʌblˈdeɪkə] n. kahekordne
buss
doubly [ˈdʌbli] adv. kahekordselt

doubt [daʊt] n. kahtlus
no doubt kahilemata
down [daʊn] 1. adv. alla, maha, maas;
2. a. alla, maha, maas
down [daʊn] 1. adv. alla, maha, maas;
2. a. alla, maha, maas

draw [draʊ] v. joonistada
draw [draʊ] v. joonistada
draw [draʊ] v. joonistada
draw [draʊ] v. joonistada

draw [draʊ] v. joonistada
draw [draʊ] v. joonistada
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draw [draʊ] v. joonistada
draw [draʊ] v. joonistada

draw [draʊ] v. joonistada

dull [dʌl] a. igav, tuhm, hall (ma kohta)
duly [ˈdʒʊli] adv. korrapäraselt, õigel ajal
dummy [ˈdʌmi] n. Am. tobu, jahmard
during [dɪˈɜːrɪŋ] prep. kestel, vältel, ajal

dust [dʌst] n. tolm
lay the dust tolm kinni lööma
duty [ˈdʒʊti] n. kohustus; kohus, kohuse-
tus
dye [daɪ] v. värvima
dynamic [daɪˈnæmɪk] n. dünaamilisus

each [iːtʃ] 1. a iga, kumbki, 2. pron. iga-
üks
to each other üksteisele, teineteisele
eager [ˈeɪɡə] a. innukas, agar (midagi te-
gema to do)

ear [ɪə] n. kõrv
by the ears kõrvast kõrvapidi
ear-ful [ˈɪəfʊl] n. kõrvakapp
early [ˈɜːli] 1. a vara, varem, 2. adv. vara,
varem

earn [ɜːn] v. teenida
earnest [ˈɜːnɪst] a. tõsi
earth [ɜːθ] n. maa, maa, maapind,
muld
easy [ˈiːzi] a. kerge
easy [ˈiːzi] a. kerge
eat [iːt] v. süüa, süüa

eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa

eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa

eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa
eat [iːt] v. süüa, süüa

eat [iːt] v. süüa, süüa

means ['m, n2] vahend id
by means of 'reg, a il
mean ['mi:n] ri mead
meanwhile [f'vwa: adl a ope
mechanics [m'kaeniks] n mehhhaanika
meddler ['medl] n a's m. a n vts
meditation [m'et'etn] n k'kakong
meet [i:] v (met [met, met] kohtama
meet with sub's approval + keideak:
meetings [mi:t'iz] n koosolek, kohtamine
Meg [meg] p:
me (myself) v saama
member ['membə] n i go
memorial [mim'oria:l] a r

we do not need met
 never mind
 nine many
 mine, mine
 a friend of mine
 mineral fertilizer mineral
 minus minus
 minute minute
 ten minutes past ten
 mislay
 mistake
 by mistake
 mistress
 modal
 mode
 moderate
 moisten
 moment
 at the moment
 for a moment
 monarch
 Monday
 on Monday
 by Monday
 money
 monkey
 monster
 Mont Blanc
 month
 monument
 mood
 mood
 moon
 more
 nearly as much
 more or less
 no more
 some more

[illegible]

mushroom [ˈmʊʃɪn] n ʃə ɒn ɪm ɪt ɪ ə
 se ɪt
 munch [ˈmʌnʃ] v t ɪ n ɡ r ɪ ɪ s , m ɔ : s a ɪ l s
 se ɪ t ɪ ɔ :
 museum [ˈmjuːziəm] n m ɔ : s i ɪ m
 mushroom [ˈmʊʃɪn] n se ɪ n
 muse [ˈmjuːz] n m ɔ : s i ɪ m
 must [mʌst] v t I mʌst , ɔ : , p r ɔ : n v ɔ :
 must (sə) p r ɔ : d , m ɪ
 my [maɪ] pr ɔ : n m ɪ n ɔ : , m ɪ (m ɪ n ɔ :) ɔ : m ɪ
 myself [maɪ s ɛ l f] pr ɔ : n (m ɪ n ɔ :) se ɪ t ɪ ɔ :
 ɪ t ɪ s t ɛ r i ɪ
 mysterious [mɪˈstɪəriəs] a ɪ ɪ ɔ : p ɔ : r ɪ ɪ
 mystique
 mystery [ˈmɪst(ə)rɪ] n s ɪ l - p ɔ : s m ɔ : s
 ɪ ɔ : s

New York ['nju: 'jɔ:k] *pn.*

next [nekst] 1. *a.* järgmine; 2. *adv.* järgnevalt

In the next house kõrvalmajas
next to him tema kõrval

next to the window akna kõrval

rice [raɪs] *a.* riis

Nick [nɪk] *pn.*

night [naɪt] *n.* öö

at night öösel

at this time of night nä hilisel kellal

for the night ööseks

good night! head öödi!

last night eile öhtul

nineteen [naɪn'ti:n] *num.* üheksateist

nineteen [naɪn'ti:n] *num.* üheksateist

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nineteen [naɪn'ti:n] *num.* üheksateist

nineteen [naɪn'ti:n] *num.* üheksateist

now [naʊ] *adv.* nüüd

November [nəʊvɪmbə] *n.* november

now [naʊ] *adv.* nüüd

now [naʊ] *adv.* nüüd

now [naʊ] *adv.* nüüd

number ['nʌmbə] *n.* arv; number, hulk

a number of [ə 'nʌmbə] *a.* mitu

numeral ['nju:mə(r)] *n.* arv

cardinal numeral põhjarv

fractional numeral murd

ordinal numeral järjearv

numerator ['nju:meɪə(r)] *n.* (harilikult murru) lugeja

numerous ['nju:m(ə)rəs] *a.* arvukad

nut [nʌt] *n.* pähkel

oak [oʊk] *n.* tam

oar [ɔ:] *n.* sõr

obey [ə'beɪ] *v.* sõna kuulma, (käsku) järgida

object ['ɒbdʒɪkt] *n.* gr sihtis, objekt

objective [əb'dʒektɪv] *a.* gr sihtise

obliged [ə'bliɪdʒ] *v.* kohustama

be obliged to do kohustada

observation [əbzə'veɪʃ(ə)n] *n.* vaatlus

observatory [əbzə'veɪtri] *n.* observatoorium

observe [əb'zəʊv] *v.* vaatlust

obtain [əb'teɪn] *v.* saavutama, kätte saama

occupation [ɒkjə'peɪʃ(ə)n] *n.* tegevus

occupy [ɒkjə'paɪ] *v.* (ruumi) enda alla võtta

occur [ə'kʌr] *v.* juhtuma, ette tulema

ocean ['oʊʃ(ə)n] *n.* ookean

o'clock [ə'klɒk] *adv.* clock

October [ɒk'təʊbə] *n.* oktoober

odd [ɒd] *a.* ellenõgematu

at odd moments (juhuslikkudel) vahadel

of [ɒv, rə'hʊtɪd əv] *prep.* (vastab eest)

omastavale, osastavale või seestühtsusele

off [ɒf] 1. *adv.* ära, eemal(e); 2. *prep.* -l, -st

a few streets off mõni tänav edasi

be better off paremas olukorras olema

I'm off ma lähen, ma hakkam minema

offer ['ɒfə] 1. *n.* pakumine; 2. *v.* pakku

office ['ɒfɪs] *n.* kontor, kantselei, amet

at my office tööil, minu töökohas

office building administratiivhoone

often ['ɒftən] *adv.* sageli, sagedasti

oh [ou] *interj.* oh!, oh! at

oil-stove ['ɔɪl'stəʊv] *n.* pramis

old [əʊld] *a.* vana

old-fashioned ['əʊld'fæʃ(ə)nd] *a.* vanamoe

on [ɒn] 1. *prep.* peal, peale; 1. le; 2. *adv.*

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on [ɒn] 1. *prep.* peal, peale; 1. le; 2. *adv.*

on [ɒn] 1. *prep.* peal, peale; 1. le; 2. *adv.*

each other teineteist

the other day hilja

ought [ɔ:t] *v.* I ought (ma) peaksin (mi-

dagi tegema to do), (ma) oleksin pida-

nud (midagi tegema to have done), you

ought (sa) peaksid (midagi tegema to

do), (sa) oleksid pidanud (midagi tege-

ma to have done), jne.

you ought to go teie peaksite minema

you ought to have gone teie oleksite

olnud minema

you ought not to have gone teie ei oleks

pidanud minema

our [aɪə] *pron.* meie (meie) oma

ours [aɪə] *pron.* meie (meie) oma

more [mɔ:] *adv.* enam, rohkem

more [mɔ:] *adv.* enam, rohkem

more [mɔ:] *adv.* enam, rohkem

more [mɔ:] *adv.* enam, rohkem

more [mɔ:] *adv.* enam, rohkem

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more [mɔ:] *adv.* enam, rohkem

more [mɔ:] *adv.* enam, rohkem

more [mɔ:] *adv.* enam, rohkem

more [mɔ:] *adv.* enam

pack [pæk] v. pakkima
 packing [ˈpækɪŋ] n. pakkimine
 page [peɪdʒ] n. ehelü, g
 at page three kolmandal leheküljel
 paid [peɪd] vt pay
 pain [peɪn] n. valu, paha
 pains [peɪnz] n. pl. vaev, paha
 take pains with (määratagi) vaeva näge-
 ma
 paint [peɪnt] v. värvida, maalida
 painter [ˈpeɪntə] n. maalaja
 painting [ˈpeɪntɪŋ] n. maal
 palace [ˈpælɪs] n. paide
 pale [peɪl] a. kahvatu
 pan [pæn] n. pann
 pancake [ˈpæŋkeɪk] n. pannkook
 pane [peɪn] n. (akna)raut
 paper [ˈpeɪpə] n. paber, ettekanne, artikkel;
 a. paber
 diploma paper diplom, töö
 parenthesis [ˌpærənθiˈsiːs] n. (pl. parentheses
 [ˌpærənθiˈsiːz]) (ümber)ulg (k. r. avahe-
 märk)
 parents [ˈeɪnts] n. vanemad
 Paris [ˈpærɪs] n. Pariis
 park [pɑːk] n. park
 participant [ˌpɑːtɪˈsɪpənt] n. osaleja
 be part of (millel) osa olema, (m.
 legi) lühike osalema
 take part in (millel) osa võtma
 particle [ˈpɑːtɪkl] n. partitsip, kesksõna
 particle [ˈpɑːtɪkl] n. osake(ne) gr partik-
 kel, ahel
 particular [ˌpɑːtɪˈkjʊlə] a. eriline
 partly [ˈpɑːtli] adv. osaliselt
 partner [ˈpɑːtnə] n. partner, kaaslane, kaas-
 osaline
 pass [pɑːs] v. minneda, läbida
 pass [pɑːs] v. mööduda, läbida
 pass on edas anda
 pass over (millel) üle minneda
 tagi, läbida
 pass the time aega veetma
 pass through (millel) läbi minna
 passage [ˈpæsiʒ] n. loik (kõnest või raa-
 vast) läbimine, läbimine
 passenger [ˈpæsiŋdʒə] n. reisija
 passer-by [ˈpæsiəbaɪ] n. mööduja
 passive [ˈpæsiʒ] a. 2. passiv
 past [pɑːst] 1. n. minevik; 2. prep. mööda,
 a. minevik
 It is half past five kell on pool kuus
 past [pɑːst] n. (teetada)

patient [ˈpeɪʃ(ə)nt] 1. n. patsient, haige
 2. a. kannatlik
 patiently [ˈpeɪʃ(ə)ntli] adv. kannatlikult
 patois [ˈpɑːwɑː] n. rahvapärane
 patriotic [ˌpætriˈɒtɪk] a. isamaaline, patrio-
 tiline
 the Great Patriotic War Suur Isamaa
 sõda
 pause [paʊz] 1. v. peatuma, seisatama
 vahet pidama, 2. n. paus
 pavement [ˈpeɪvmənt] n. koonitee
 pay [peɪ] v. (paid) (reid) paid) maksta
 tasuma; osutama üles näitama (tähe-
 pand, aus, ist jne)
 pea [piː] n. pea
 peace [piːs] n. rahu
 at peace rahu
 near [niə] a. lähedal
 pearl [pɜːl] n. pärl
 pea soup [piːsʊp] n. hernesupp
 peasouper [ˈpiːsʊpə] n. f. the kollane
 peer [piə] v. võrrelda
 Peking [ˈpeɪkɪŋ] n. Peking
 pen [pen] n. (arvutus)ulg, sulepea
 pencil [ˈpensl] n. plüüts
 in pencil plüütsiga
 pencil-box [ˈpenslɒks] n. plüüts
 pen-friend [ˈpenfrɛnd] n. kirjasõber
 penny [ˈpeni] n. penn (rahaühik)
 people [ˈpiːpl] n. sg. rahvas pl. inimesed
 primitive people ürgrahvas
 pepper [ˈpepə] n. pipar
 Percy [ˈpɜːsi] n.
 perfect [ˈpɜːfɪkt] a. gr. perfekt
 the Present Perfect täisminevik
 the Past Perfect enneminnevik
 perfectly [ˈpɜːfɪktli] adv. täiesti, täius-
 lalt
 performance [ˌpɜːfɒrˈmɑːns] n. ettekanne, etan-
 dis
 perhaps [pəˈheɪps, ˈpeɪps] adv. võib-olla
 permit [pəˈmɪt] n. luba
 person [ˈpɜːsn] n. isik
 young person noor inimene
 personal [ˈpɜːsnl] a. isiklik gr. isiklik
 Peruvian [ˌpɜːruˈviːən] a.
 pet [pet] n. lemmikloom
 Pete [piːt] n.
 Peter [ˈpiːtə] n.
 petty [ˈpeti] a. väiklane, kitsarinn
 petty bourgeois
 phenomenon [ˌfɛnɒˈmiːnəm] n. nähtus
 noorena

(Philippine) —; the Philippines Fi-
 lipiinid

philosophy [fɪˈlɒsəfi] n. filosoofia
 phone [fəʊn] v. telefoneerima
 phonetics [fəˈnetiks] n. pl. fonetika,
 hääldus
 photo [ˈfəʊtəʊ] n. (pl. photos) foto, pae-
 foto
 photograph [ˈfəʊtəgrəfi] v. fotografeerima
 physicist [ˈfɪzɪst] n. füüsik
 physics [ˈfɪzɪks] n. pl. füüsika
 piano [ˈpiːno] n. (m. pianos) klaver
 pick [pɪk] v. korjata, korjama
 pick up üles võtta
 picture [ˈpɪktʃə] n. pilt
 the pictures pildid
 pile [paɪl] n. kuhil, hunnik
 pile up kuhil
 pin [piːn] 1. n. nõõpnõel; 2. v. (-nn-) (nõõp-
 nööp) kinnitama
 pin [piːn] n. nõõpnõel
 place [pleɪs] 1. n. koht, asukoht; 2. v. ase-
 tada
 go to your place mine oma kohale
 out of place kohatu, ebasobiv
 to my place minu poole (koju)
 take one's place oma kohale asuma
 take place aset leidma, toimuma
 plain [pleɪn] 1. a. ilutu, lihtlane; 2. n.
 sandik, lausmaa
 plan [pleɪn] n. plaan
 plane [pleɪn] n. lennuk
 plane [pleɪn] n. planeet
 plant [plɑːnt] n. taim, tööstuskasv
 plaster [ˈplɑːstə] n. plaaster
 platform [ˈplɑːtfɔːm] n. platvorm, aama
 pleasant [ˈpleznt] a. meeldiv, mõnus
 pleasantly [ˈplezntli] adv. lahkesti, sõbrati
 pleased [pleɪzd] a. rõõmus, rahulolu

be pleased with oneself endaga rahul
 olema
 pleasure [ˈpleʒə] n. rõõm, hea meel
 plenty [ˈplenti] n. plenty of rohkelt (m-
 dag)
 plough [plau] v. kündma
 plunge [plʌŋ(d)ʒ] 1. n. sukeldus
 kastmine, 2. v. sukelduma, kastma
 plural [ˈpluːr(ə)l] n. mitmus, plura.
 plus [plʌs] n. (pl. plusses [ˈplʌsɪz]) pluss;
 plussmärk
 pocket [ˈpɒkɪt] n. tasku
 Podger [ˈpɒdʒə] n.
 poem [ˈpoɪm] n. luuletus
 poet [ˈpoɪt] n. luuletaja, poeet
 point [poɪnt] 1. n. punkt; 2. v. osutama,
 näitama (to, at), sümbol (at)
 police [pəˈliːs] n. politsei
 policeman [pəˈlɪsmən] n. (pl. -men) polit-
 seimees
 polish [ˈpɒlɪʃ] n. polier, vahend
 polite [pəˈliːt] a. viisakas
 politely [pəˈliːtli] adv. viisakalt
 political [pəˈlɪtɪk(ə)l] a. poliitiline
 politics [ˈpɒlɪtiks] n. poliitika
 Polynesian [ˌpɒlɪˈneɪziən] a. polüneesia
 polytechnical [ˌpɒlɪˈteknɪk(ə)l] a. polütehni-
 line
 pond [pɒnd] n. tük
 poor [puə] a. vaene; viiete, halb
 the poor vaesed (armesed)
 pop [pɒp] n. plöks, pops
 popular [ˈpɒpjələ] a. populaarne; üldiselt
 armastatud
 population [ˌpɒpjuˈleɪʃ(ə)n] n. rahvastik,
 elanikkond
 porch [pɔːtʃ] n. Am. veranda
 porridge [ˈpɒrɪdʒ] n. puder
 port [pɔːt] n. sadam
 porter [ˈpɔːtə] n. pakikandja
 port-hole [ˈpɔːthəʊl] n. aluminaator, (üm-
 margine) laevaken
 portrait [ˈpɔːtrɪt] n. portree
 position [pəˈzɪʃ(ə)n] n. asend, positsioon,
 seisukoht, arvamus
 positive [ˈpɒzətɪv] a. gr. agvõrre, positiiv
 possessive [pəˈzesɪv] a. omastav
 possessive case omastav käänne
 possessive pronoun omastav asesõna,
 possessive pronoun
 possibly [ˈpɒsəb(ə)li] a. võib-olla
 possible [ˈpɒsəb(ə)li] a. võimalik
 possibly [ˈpɒsəb(ə)li] adv. ilmselt, kuidagi, või-
 maa

post [pəʊst] 1. n. post, 2. v. post. panema.
by post post. teel, pos. ga
postage [ˈpəʊstɪdʒ] n. postimaks
postman [ˈpəʊst(m)ən] n. (pl. -men) kiria-
post-office [ˈpəʊstˈɒfɪs] n. postkontor
postpone [ˈpəʊstpəʊn] v. ajakama
potato [pəˈteɪtəʊ] n. (pl. potatoes) kartu
pottery [ˈpɒtəri] n. kera
poultry farm [ˈkɒltʃəri] n.
pound [paʊnd] n. nael (= 373,242 g)
a thirty pound fish kolmekümneaastane kala
power [paʊə] v. valama, kallama
powerful [ˈpaʊəfʊl] n. vaesus
powder [ˈpaʊdə] n. püssiroh
power [ˈpaʊə] n. jõud, võimsus, võim, mat-
powerful [ˈpaʊəfʊl] a. võimas, vägev
powerless [ˈpaʊələs] a. võimetu (midagi te-
practice [ˈpræktɪs] n. harjutamine
practise [ˈpræktɪs] v. tegeema, praktiseer-
pray [preɪ] v. paluma
pray open it at page fifteen palun avage see lehekülg viieteist-
precede [preɪˈsiːd] v. eelnema, eel või ees-
preceding [preɪˈsiːdɪŋ] a. eelnev
precious [ˈpreʃɪəs] a. hinnaline
precious stone kaltsikiv
prepare [preɪˈpeə] v. ette valmistama (ette-
preposition [preɪˈpəzɪʃ(ə)n] n. prepositsioon, eessõna
presence [ˈprezns] n. olemasolu
present 1. [ˈpreznt] 1. a. kohalolev; pree-
resent 2. [ˈpreznt] n. kingitus
president [ˈprezɪdənt] n. president
pressure [ˈpreʃə] v. suruma, pressima, trükkima
pretty [ˈprɪtɪ] adv. kaunis, üsna
prevent [ˈpreɪvent] v. takistama
price [praɪs] n. hind
primitive [ˈprɪmɪtɪv] a. primitiivne, alg-
primus [ˈpraɪməs] n. primus (= prima-
principal [ˈprɪnsəp(ə)l] a. pea, peamine
principal forms of the verb verbide põ-
vormid

principally [ˈprɪnsɪp(ə)li] a. peamiselt
private [ˈpraɪvət] a. eriline
probably [ˈprɒbəb(ə)li] a. tõenäoliselt
problem [ˈprɒbləm] n. probleem
produce [prəˈdjuːs] v. tootma, tootma
production [prəˈdʌkʃ(ə)n] n. tootmine
yearly p.a. of production
profession [prəˈfeɪʃ(ə)n] n. (elu)kutse
professor [prəˈfesa] n. professor
profitless [ˈprɒfɪt(ə)ləs] a. kasutu
programme [ˈprəɡræm] n. programm, ees-
progressive [prəˈɡresɪv] a. progressiivne
promise [ˈprɒmɪs] v. lubama, lubama
pronoun [ˈprəʊnaʊn] n. sõnavari
pronounce [prəˈnaʊns] v. hääldada
pronunciation [prəˈnʌnsɪeɪʃ(ə)n] n. hääldus
proper [ˈprɒpə] a. sobilik, õige
property [ˈprɒpərti] n. omadus, omadused
prospect [ˈprɒspekt] n. vaade, vaade
protect [ˈprəʊtɛkt] v. kaitsta
protective [ˈprəʊtɛktɪv] a. kaitsev
protest [ˈprəʊtest] v. protestida
prove [prəʊv] v. osutuma, tõestama
provide [prəˈvaɪd] v. varustama
provision [prəˈvɪʒ(ə)n] n. varustus
public [ˈpʌblɪk] a. avalik, ühiskondlik
publish [ˈpʌbɪʃ] v. kirjastama, trükkima
publishing house kirjastus
pull [pʊl] v. tõmmata
pull out [ˈpʊl aʊt] v. välja võtta
pupil [ˈpʊpl] n. õpilane
puppet [ˈpʌpɪt] n. nädenukk, marionett
the Puppet Theatre nukuteater
pure [pjʊə] a. puhas, selge
purpose [ˈpʊrps] n. eesmärk, otstarve
push [pʊʃ] v. tõukama, lükkama
push off eemale lükkama; teele asuma
pussy [ˈpʊsi] n. lastek klisuke(ne)
put [put] v. (put, put) panema, asetama
put down üles kirjutama, kirja panema
put off (rongist) maha löstma

on the p. ma panema; selge
right parandama, terveks tegema
out tulama
ones hand alla
put up with (millega, keega) taluma
quantity [ˈkwɒntəti] n. hulk, kogus, kvant-
quantity of hulk (midagi)
quarter [ˈkwɔːtə] n. veerand, neljandik
It is a quarter past six kell on veerand
It is a quarter to six kell on kolmveer-
queen [kwiːn] n. kuninganna, emand
question [ˈkwɛstʃ(ə)n] n. küsimus
quick [kwɪk] a. kiire
make it quick tee kiiresti
quickly [ˈkwɪkli] adv. kiiresti, ruttu
quietly [ˈkwɪəli] adv. vaikne, hääletult
quite [kwɪt] adv. üsna, päris, täiesti
not quite mitte päris
rate [reɪt] n. määr, kiirus
at any rate igatahes, vähemalt
rather [ˈrɑːðə] adv. pigem
I had rather die than ma pigem su-
raw [rɔː] a. toores
I eat it raw ma söön seda toorelt
ray [reɪ] n. kiir
reach [riːtʃ] v. saabuma
reactionary [ˌriːkˈtʃənəri] a. reaktsiooniline, tagurlik
read [riːd] v. (read [red], read [red]) luge-
reader [ˈriːdə] n. lugeja
readily [ˈredli] adv. hõlpsasti, meeleld
reading-room [ˈriːdɪŋ ruːm] n. lugemistuba
ready [ˈredɪ] a. valmis
I am ready ma olen valmis
ready at hand käepärast
real [riːl] a. tõeline
realism [ˈriːlɪz(ə)m] n. realism
realize [ˈriːlaɪz] v. talpama, mõistma
really [ˈriːli] adv. tõesti, tõeliselt
reap [riːp] v. (vilja) lõikama
rear [riə] a. arst, taga, tagumine
reason [ˈriːzn] n. põhjus
there is good reason to believe on kü-
receive [rɪˈsiːv] v. vastu võtta
recipe [ˈresɪp] n. retsept, retsept
recluse [ˈreɪkluːs] n. erak
recognition [ˌrekəɡˈniʃ(ə)n] n. tunnus
recognize [ˈrekəɡnaɪz] v. ära tundma, tun-
red [red] a. punane
(the) Red Square Punane väljak
red-hot [ˈredˈhɒt] a. tulipanane, tüne, lull
reduce [rɪˈdjuːs] v. kahandama, vähendama
reflect [rɪˈflekt] v. peegeldama
reflection [rɪˈflekʃ(ə)n] n. peegeldus
reflexive [rɪˈfleksɪv] a. gr. enesekohane, re-
reflexive pronoun enesekohane asesõna, re-
refract [rɪˈfrækt] v. (valguskorral) murd-
refrangibility [ˌrɪfrændʒɪˈbɪlɪti] n. (valgus-
refresh [rɪˈfreʃ] v. värskendama, eustama, eustama
refreshment room [rɪˈfreʃmənt ruːm] n. ein-
lad

Regent Street ['rɛdʒ(ə)n(ə)tri:t] n
region ['rɛdʒ(ə)n] n
pikkond
register ['redʒ(ə)stə] v. täheldama, reg. stree
rühma
relative ['relatɪv] a. gr. siduv (er. asesõna
kohta)
relieve ['rɪli:v] v. leevendada, ära võtma
remain ['rɪmeɪn] v. jääma, püsima
remark ['rɪ'ma:k] 1. n. märkus 2. v. tähenda
dama, märkust tegema
remember ['rɪ'membə] v. mäletama
remind ['rɪmaɪnd] v. meelde tuletada
rendezvous ['rɑ:lvu:] n. kohtumine
rent [rent] v. üürima
reopen ['ri:əup(ə)n] v. uuesti avada
repair [rɪ'peɪə] n. parandus, kordasestamine
repeat [rɪ'pi:t] v. kordama
reply [rɪ'plai] 1. n. vastus. 2. v. vastata
report [rɪ'pɔ:t] v. teatada, teatama
n. teade, teatama
report [rɪ'pɔ:t] v. teatama
report [rɪ'pɔ:t] n. teade, teatama

return ticket [rɪ'tɜːn tɪkɪt] n. edasi taga
review [rɪ'vjuː] v. läbi vaatama
revive [rɪ'vaɪv] v. taaselustama
revolution [rɪvə'ljuːʃ(ə)n] n. revol. (pöör)
tur, pööre
revolutionary [rɪvə'ljuːʃnəri] a. revol. (pöör)
naine
revolutionist [rɪvə'ljuːʃnist] n. revol. (pöör)
näär
rewrite [rɪ'raɪt] v. rewrote, past re-
written
rewritten [rɪ'raɪtɪd] v. rewrote
rice [raɪs] n. riis
rich [rɪʃ] a. rikkas
the rich rikkad (inimesed)
richness [rɪʃnɪs] n. rikkus
ridden [rɪdɪd] v. ride
ride [raɪd] v. (rode [rouɪd], ridden [rɪdɪd]),
ratsulama
right [raɪt] 1. a. õige; parem (poolne); 2. n.
õigus, 3. adv. oise
she is right tal on õigus
on the right paremal
all right hea küll h...
ring [rɪŋ] 1. v. (rang [ræŋ], rang [ræŋ])
he, sama h...
ring up...
ring II [rɪŋ] n. sõrmus
ripe [raɪp] a. küps
ripen [rɪp(ə)n] v. küpsema
rise [raɪz] v. (rose [rouz], risen [rɪzn])
tõusma, kerkima
riven [rɪv(ə)n] v. r...
river [rɪv(ə)r] n. jõgi
rival [rɪ'vjuːl] n. oja, jõ, keeme
road [rouɪd] n. tee; maantee
roar [raɪ] n. müra, n
Robert [rə'buːt] n.
rock [rɒk] n. k...
rocket [rɒkɪt] n. rakett
high altitude rocket b. stiline rakett
rocket plane raketile...
rocket-carrier [rɒkɪt'kæriə] n. lerakett
rode [rouɪd] v. ride
rol [rɒl] n. 1. m...; 2. e. veerema
roll of thunder k...
root [ruːt] n. katus
room [ruːm] n. ruum; tuba
room-mate [ruːmmeɪt] n. Am. toakaaslane

Roosevelt ['rouzəvɛlt] *n*
 1. *n.* Roosvelt
rosy ['rouzi] *a.* roospunane
 rosy cheeked punapõseline
round [raund] 1. *a.* ümmargune 2. *n.* ümmarguseks muutuma, 3. *a.* ümmargi, tagasi, 4. *prep.* ümber
 round here sunn ümber
row [rəʊ] *n.* rida
rowed [rəʊd] *a.* rida
rule [ru:l] 1. *n.* reegel, julus, eeskiri, 2. *v.* reeglata
 as a rule tavaliselt harilikult
 ruling class valitsev klass
run [rʌn] 1. *v.* jooksta
 run away ära jooksmas
 run over üsna sõltima
 run up to (kellegi) juurde jooksmas
 be run over (auto) alla sõidma
 on the run (jalul) jooksmas, liikvel
ring [rɪŋ] *of* ring 1. *n.*
rush [rʌʃ] *v.* tormama, ruttama, sõõsima
 (olegi kallale ai)
Russian ['rʌʃjən] 1. *a.* vene, venekeelne;
 2. *n.* venelane, vene keel
 all the Russians
 both sides

sandwich ['sænwɪdʒ] n. sandvitš, (kaksik).
võileib
sang [sæŋ] vt. sing
Sarah ['seərə] pn
sat [sæt] vt. sit
satellite ['sætəlaɪt] n. satelid
Saturday ['sætədɪ] n. laupäev
save [seɪv] v. päästma
saw [sɔː] vt. see
say [seɪ] v. (said [sed], sa d) üt.ema, rää
I say! kuulol, kuulige
It is said that ... räägitakse, et
they say that ... räägitakse, et
scale [skeɪl] n. ulatus
on a large scale laialt, suures ulatuses
scant [skænt] a. napp, kasin
scarcely ['skeəslɪ] adv. vaevalt
scene [siːn] n. stseen, lavapilt et.easle,
vaade, vaatepilt
scenery ['siːnəri] n. (teatr) dekoratsioon
schedule ['ʃedʒul] n. Am. 'skedʒul] n. Am.
sõiduplaan
ahead of schedule enne ettenähtud aega
school [skuːl] n. kool
at school koolis
go to school koolis käima
school-bag ['skuːlbæg] n. koolikott
schoolboy ['skuːlbɔɪ] n. koolipoiss
school-house ['skuːlhauz] n. koolimaja
school-year ['skuːljɪə] n. õppeaasta
scientific [saɪən'tɪfɪk] a. teaduslik
score [skɔː] n. punktide seis (spordis);
Skotland
Scot and ['skotland] pn. Sotmaa
New Scot and Yard Londoni politseikeskus,
Londoni politsei
scrape [skreɪp] v. kraapima, kratsima
scratch [skretʃ] 1. kratsima 2. n. star
start from scratch täiesti
screen [skriːn] n. ekraan
screw [skruː] v. kruvida
screw up kinni kruvida
sea [siː] n. meri
by sea merd mööda
search [sɜːtʃ] v. otsima
sea-shell ['siːʃel] n. merikarp
seaside ['siːsaɪd] n. mererand
at the seaside mererannas
season ['siːzn] n. aastaaeg
2. v. istuma põlvema

study [ˈstʌdi] 1. n. uurimine, kabinet, töötuba
2. n. õpingud
study library õpperaamat, raamat

subject [ˈsʌbdʒɪkt] 1. n. õppeaine, (aine)ala
2. n. subjekt

success [səkˈses] 1. n. edu, saavutus
2. n. õnnestumine, saamine, ees
3. n. edu, saavutus

syllable [ˈsɪləbəl] 1. n. silp
2. n. silp

sufficient [səˈfɪʃ(ə)nt] 1. a. küllaldane
2. a. sobiv, kohane

take [teɪk] 1. v. võtta, võtta
2. v. võtta, võtta

take a walk jalutamine
take care of hoolitseda

take down üles kirjutamine
take for (küll) kaks, kolm, neljaks

take notice tähelepanu
take notes märkmeid tegema

take off eemaldamine
take on enese peale võtmine

surprise [səˈpraɪz] 1. n. üllatus
2. v. üllatada

sweep [swiːp] 1. v. puhtaks
2. v. puhtaks

sweetheart [ˈswi:theərt] 1. n. armastatu, arm
2. n. armastatu, arm

switch [swɪtʃ] 1. n. vahetus, vahetus
2. n. vahetus, vahetus

tag [tæg] 1. n. küsimus
2. n. küsimus

tag questions küsimused
tag questions küsimused

take a walk jalutamine
take care of hoolitseda

take down üles kirjutamine
take for (küll) kaks, kolm, neljaks

take notice tähelepanu
take notes märkmeid tegema

take off eemaldamine
take on enese peale võtmine

take part in (millestki) osa võtma
take place toimuma, aset lehma

take the place of (kedagi, midagi) asendada
take the tram tramiga

take a talk rääkimine
take a walk jalutamine

take a walk jalutamine
take a walk jalutamine

take a walk jalutamine
take a walk jalutamine

take a walk jalutamine
take a walk jalutamine

take a walk jalutamine
take a walk jalutamine

take a walk jalutamine
take a walk jalutamine

test [test] 1. v. kontrollima, tõestada
2. n. katse

test-tube [ˈtest.tʃuːb] 1. n. katsekass
2. n. katsekass

text [tekst] 1. n. tekst
2. n. tekst

text-book [ˈtekst.bʊk] 1. n. õpik, õpperaamat
2. n. õpik, õpperaamat

thank [θæŋk] 1. v. tänada
2. v. tänada

thank you tänan
thank you el, tänan

that [ðæt] 1. pron. see, too, see seal, too
2. pron. see, too, see seal, too

that [ðæt] 1. pron. see, too, see seal, too
2. pron. see, too, see seal, too

that [ðæt] 1. pron. see, too, see seal, too
2. pron. see, too, see seal, too

United [ju'naɪtɪd] a. ühendatud, ühine
the United States (of America) [ju'naɪtɪd steɪtɪz] n. Ühendriigid (USA)

universe [ˈjuːnɪvɜːs] n. universum
university [ˌjuːnɪˈvɜːsɪti] n. ülikool

up [ʌp] 1. adv. üles, ülal, Dava, 2. prep. üle

up to [ʌp tə] 1. adv. kuni, seni, 2. prep. kuni

up to now [ʌp tə naʊ] 1. adv. kuni praegeni, seni

upon [əˈpɒn] prep. peal, -l peale

upstairs [ˌʌpˈsteəz] adv. trepi üles

Ural [ˈjʊərəl] n. Ural

use [juːs] 1. n. kasutamine, tarvitamine
2. v. kasutama, tarvitama

used [juːst] 1. n. kasutus, 2. v. kasutama, tarvitama

use up [juːs ʌp] 1. v. kasutama, tarvitama

use up [juːs ʌp] 1. v. kasutama, tarvitama

usually [ˌjuːʃu(ə)li] adv. tavaliselt

utensil [ˈjuːtənsɪl] n. keeduvahend

vacant [ˈvækənt] a. vabatahtlik

vacation [ˌvækeɪʃən] n. puhkus

vacuum [ˈvækjuəm] n. vaakuum

valley [ˈvæli] n. oru

value [ˈvæljuː] n. väärtus

various [ˈværiəs] a. mitmekesine

vase [ˈvɑːz] n. vaas

vehicle [ˈviːkl̩] n. sõiduk

very [ˈveri] 1. a. väga, 2. adv. väga

very much [ˈveri mʌtʃ] 1. a. väga, 2. adv. väga

very well [ˈveri wel] 1. a. hästi, 2. adv. hästi

very well [ˈveri wel] 1. a. hästi, 2. adv. hästi

very well [ˈveri wel] 1. a. hästi, 2. adv. hästi

very well [ˈveri wel] 1. a. hästi, 2. adv. hästi

wait [weɪt] 1. v. ootama, 2. n. ootamine

wait [weɪt] 1. v. ootama, 2. n. ootamine

wait [weɪt] 1. v. ootama, 2. n. ootamine

wait [weɪt] 1. v. ootama, 2. n. ootamine

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wait [weɪt] 1. v. ootama, 2. n. ootamine

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wait [weɪt] 1. v. ootama, 2. n. ootamine

wait [weɪt] 1. v. ootama, 2. n. ootamine

wait [weɪt] 1. v. ootama, 2. n. ootamine

wait [weɪt] 1. v. ootama, 2. n. ootamine

wait [weɪt] 1. v. ootama, 2. n. ootamine

wɜld v. d] v (would [wʊd])

he will go tomorrow ta läheb homme
he said that he would go on Monday ta
us. e. ta läheb esmaspäeval

[illegible]

wireless (wajolis) 1. n raadio; 2. o raadio
wireless programme raadiosaatekava
wireless waves raadiolained

wh [w] 1 n. snow 2 n. in
 wh [w] prep. gh. es, kaasas kaasas
 2. out. in soos
 wh in a few minutes möns mönti jök

without [wi'ðaʊt] prep. без, -те
 wives [waɪvz] pl. wife
 wake [weɪk] vt. wake
 woman [ˈwʊmən] n. (pl. women [ˈwɪmɪn])
 waste [weɪst] n. мусор, отходы

on [wɪn] of woman
on [wɪn] of win
A human 2. A time
I wonder B... of tes, kas

underfoot [ˈwʌŋdʌf(u)] a. limous, impenetrable

and they went to the woods and

He could not say a word to her.

[illegible]

working day tööpäev
the working class töötklass
working people töötav rahvas, töörahas

world (world) n. maailm
 all over the world üle kogu maailma
 kogu maailmas

word (wɜ:rd) n 词
word 2 wear 2
word 2

does worry
 worse
 bad
 &

work
bad
boul

wound [waʊnd] (cf. wind)
wounded [ˈwʊndəd] a. heaved
wrote [roʊt] a. written
write down the kirjutama, kirja

write ['raɪt] n. karta
written ['rɪtɪn] vt. write
wrong [rɒŋ] a. vial, eba
what's wrong? mis vig
rote [rɒt] vt. write

-**rays** ['eks'reiz] *n. pl.* röntgenik

rd 1 1/2 n or g
to n n n
CL 1 1/2 n
nunist League g) k n n

1st (second) year student exchange
kursuse ülojuhane
or years said, aslate jooksul

low
OW SH
SEI
erday
e day before yesterday
t.

full ju] pron. teie, te' sina,

$\mathcal{F} = \{f_1, \dots, f_n\}$ is a family of functions from X to Y .
 \mathcal{F} is said to be *equicontinuous* at $x_0 \in X$ if for every $\epsilon > 0$ there exists $\delta > 0$ such that for all $f \in \mathcal{F}$ and all $x \in X$ with $d(x, x_0) < \delta$, we have $d(f(x), f(x_0)) < \epsilon$.
 \mathcal{F} is said to be *equicontinuous* if it is equicontinuous at every $x_0 \in X$.
 \mathcal{F} is said to be *uniformly equicontinuous* if for every $\epsilon > 0$ there exists $\delta > 0$ such that for all $f \in \mathcal{F}$ and all $x, y \in X$ with $d(x, y) < \delta$, we have $d(f(x), f(y)) < \epsilon$.
 \mathcal{F} is said to be *pointwise bounded* if for every $x \in X$, the set $\{f(x) : f \in \mathcal{F}\}$ is bounded in Y .
 \mathcal{F} is said to be *uniformly bounded* if there exists $M > 0$ such that $d(f(x), 0) \leq M$ for all $f \in \mathcal{F}$ and all $x \in X$.
 \mathcal{F} is said to be *relatively compact* if its closure $\overline{\mathcal{F}}$ is compact in the topology of uniform convergence.

yourselves [jə'selvz, uə'selvz, jə'selvz]
pron. pl (teie) ase; (teid) ennest, end d
youth [juθ] n. (pl youths [jʌθz]) nooras,
noorap

zero [zɪə] n. 零
zone [zəʊn] n. 地带
Zoo [zuː] n. 动物园

2. 1994

sel aty
 dan bu, (ent) however
 agar eager (indagi tegema to do)
 agal (ustang) suburb
 his love

1. 判

armas(lama love, be³. fond of, (meeldima)
like

armastai (armsam) sweet heart
armee arm. Nōkugude armee the Soviet
Army

armuma fail* in love (with)
arst doctor

ADVANCED VIEW

ayaolu malter
ajeta idle

auto ubl 1

B

D

f.

posting
edwards, f.

[illegible]

karjama cry, shout
 karjäär career
 karp box
 kartma be* afraid (midagl of)
 kartul potato (pl. potatoes)
 kartus fear
 karp bear
 karusnahk fur
 kas (kandses küsimuses) if, whether
 kass cat
 kassipoeg kitten
 kast box
 kaste [kaste, ca
 kastetilk dew rop
 kastitsa box
 kastma water
 kasulik useful
 kasutama use
 kasutamine use
 kasutu useless, profitless; (asja a . . .
 kasutusel in use
 kasv growth
 kasvama grow* increase
 kasvataja grow*; educate; hästi kasvata-
 tud well brought up
 kasvatus education
 katma cover, lauda katma lay* the table
 katsa experiment
 katsuma (proovima) try
 katus roof
 kaua long; kaua aega for a long time;
 kui kaua? how long?
 kaudu (löödi) through
 kaugem (komp. farther võt further, sup.
 farthest võt furthest)
 kaugel far; kaunis kaugel rather a long
 way (off); mitte kaugel not far away
 kaugus distance
 kaunis 1. a. lovely + beautiful; 2. adv (pär-
 ris) rather
 kaunistama decorate
 kaup goods
 kauplus shop
 kavatsema intend, mean*; midagl teha ka-
 vatsema be* going to do
 keda whom
 keegi somebody, someone (keegi keegi, kus-
 ja tingimuslauses) anybody anyone,
 (teatud) a certain; ei (või mitte) keegi
 nobody, none
 keel language
 keema boil
 keemla chemical
 keetma boil, (toitu valmistama) cook

kella f (kõõr-, torni-, laua-) clock; (kõõr-
 -ga, kää-) watch; kell kümme
 3 ten (o'clock)
 kelle f
 keiner f
 kena f
 kepp f
 kerge f (kõrge- (kõrg-)) light
 kergesti adv, kergesti seeditav f
 kerjus f
 kerkima f
 kes f (kelle- what, keda- whom)
 keskpaev nom keskpaevad plur
 kesksõna participle, oleviku kesksõna the
 Participle; mineviku kesksõna
 the Participle
 keskus centre
 keskustelu conversation
 keskvorre f (kesk- middle (degree))
 kesköö f night
 kiste f bag, in the course of
 kestev f (püsiv-)
 kestma f
 kevad(e) spring
 kililatud engaged f
 kiire f (kiire-)
 kiire f kiire olemasolek f in a hurry,
 mul on kiire I am in a hurry
 kiiresti f
 kurgav f
 kurgus radance
 kiirus speed, kiirusega 80 km tunnis at a
 speed of 80 kilometres per hour
 kiirestama hurry
 kiiver f (metri)
 kilo(gramm) kilogram(me)
 kimbaluses f
 kinn f (kinn-)
 kindel f certain, (määratud) definite,
 kindel olemasolek f kindlas kohas
 kindaks määrata f
 kindlalt f
 kindlasti f
 king f
 kinglus f
 kinnas f
 kinni f kinni jääma f catch, kinni pa-
 nema f catch, kinni püüda f catch
 tööga kinni f
 kino cinema, the pictures
 kiri f letter, kirja panema put* down, write*
 down
 kirjakandja postman (pl -men)
 kirjakast letter box

kir and composition, essay
kirjandus literature
kirjanik wr. et
kirjastama pub. st.
kirastus publishing house
kirjavahetus correspondence; kirjavahetuses
oma correspondence
kiraküttrik engraver
kirjeldama describe
kirjutama write*, kirjutusmasin kirjutama
type
kirjutis article
kirjutuslaud desk
kirjutusmasin typewriter
kiruma rise
kisama show
kissas narrow
kivi stone
klass glass
klass class
klaver piano (pl. pianos)
kleepina silica*
kleepuna stick*
kleit dress
klubis corner
klubi club
kodanik citizen
kodanik civil
kodu home; kodus at home, ta pole kodus
he isn't in
kodune domestic
kodulinnud poultry
koduloom domestic animal
kodumaine native
kodasõda civil war
kodutu homeless
koer dog
kogemata by mistake
kogemus experience
kogenud experienced
kogu (terve) whole, all
koguma collect, (kuhutama) accumulate
kogumine collect
koguni (isegi) even
kogus quantity amount
kohal 1. posip over, above, 2. adv. pre-
sent
kohane suitable
kohatu out of place
kohe immediately, at once
kohkuma get* frightened
koht place; tühi koht (tühk) blank
kohtuma meet*
kohtuma meet*
kohtulik legal

[illegible]

koos together
 koosnema consist (millestki of)
 koosolek meeting
 koostama make
 kops lung
 koputama knock
 kord [korra] order; üks kord once; kaks
 korda twice kolm korda three times;
 mitu korda many times
 kordama repeat
 kordamiseks for
 korduvalt frequently
 korgis korgitumbaja corkscrew
 koristama clear
 korjama gather, pick
 korjamine collection
 kork cork
 korraldama arrange
 korra dus order, arrangement
 korrapäraselt duly
 korrus storey; kahekorruseline two-storeyed
 korrutama multiply
 korsten chimney
 korv basket
 korvtool basket chair
 kosmonaut cosmonaut, Am. astronaut
 kosmoselaev spaceship
 kosutama refresh
 kotikäsi bagful
 kottel rissole
 kott bag
 kraad degree
 kriit chalk
 kruus [kruusi] jar
 kuhu pile
 kuhu where
 kui when, if, as; (võrdluses) than; kui
 palju? how much?, how many?; ta on
 vanem kui mina he is older than I
 kuid but; kuid siiski yet
 kuidagi possibly
 kuidas how
 kuigi as, though, although
 kuiv dry
 kuivama dry
 kuivatama dry
 kuivatatud dried
 kuju (ausammas) statue
 kujutlema imagine
 kukk cock
 kukkuma fall*; kukkuda laskuma drop
 kuld gold
 kuldne golden
 kurnud worn
 kuutama (raha) spend*

kumbki each, either; ei (võr mitte) kumbki
rather
kummahne strange
kuna as, (sel n ol ku wle)
kunagi e'er ei e ot mitte kunag ne'er
kunas when
kuusi o soft) i l r u w ap ly
kungas ag g
kunst +
kuusime pr te
kunstiparane m s c
kunstnik ar t
kurbi sad
kurk [kurgu] throat
kurnatud exhausted
kursiv(kiri) italics
karluta cornelian
kervait sily
kus where
kusagil somewhere
kustama go* owl
kustutama put* owl
kutsuma c l ask; (paluma) invite (m ja
gi teha to do)
kuu (ajakäik) month, (taevakeha) moon
kuub coit
kuuekümmes sixt eth
kuuepenniline sixpence
kuues sixth
kuulama later (mudagi l lagi for ear-
d of kuulama listen to
kuulma hear*, kuulet I say* kuulda saama
hear* (kellettki from; kellegi kohla of
sõna kuulma obey)
kuuluma verb g
kuulus pmo
kuulutus (plahat) b... f... an
no let v
kuuri of
kuurilama heal
kuubi cube; kümme kuubit ten cubed, ten
o the ... over
kuupaev cat
kuus six
kuuskir
kuuskümmend x d
kuusteist(kümmend) sixteen
kvartal q trer
köblas box
kõhn thin
kõht - y
kohuvall compass ache
kõige kõige enam most kõige lauke-
mal(e) farthest ... kõige paremini

hee kõige rohkem most of a l, kõige
 vähem least
 kõik a l everything
 kõikjal(e) everywhere
 kõlav (hele) clear
 kõristi be
 kõneaine subject
 kõneleja speaker
 kõnelena speak*, (jutlenu) talk
 kõnelus talk
 kõneviis mood kindel kõneviis the Indica-
 tive Mood; käskiv kõneviis the Impera-
 tive Mood; tingiv kõneviis the Sub-
 junctive Mood
 kõplama hoe
 kõrge high tall
 kõrval(e) postp. beside
 kõrvallause subordinate clause
 kõrvuti side by side
 kõuehülin roll of thunder
 kõva (vau), loud
 kõvastl (vaujustl) loudly, in a loud voice;
 (tõsastl) hard
 käepärast at hand
 kähe hoarse
 käima go*, walk, koolis käima go* to
 school; loengutele käima attend lectures;
 kuidas käsi käib? how are you?
 käis sleeve
 käis plant
 kära noise
 kärmis alive
 kärmestl quickly
 käsi hand
 käsikiri manuscript
 käsiliima treat
 käsivars arm
 käsk order, command
 käskima order; (kedagi midagi teha) tell*
 (smb to do smth)
 kätte — kätte andina hand (over), kätte
 saama obtain
 käänak turn
 käänne gr case
 kõha cough
 kõhna rough
 kõrde volume
 köök kitchen
 kübar hat
 küla village
 külaline guest, visitor
 külalislahke hospitable
 külastaja visitor
 külastama visit, call at,
 külgs de

52

souptaanmat dictionary
 sōm-sōnalt
 sōruu (hadi)s news
 sōpus fr ends up
 sōru kūbar thumble
 sōrnas ring
 sōdelema glitter, sparkie
 sōray bright
 sōraya t bright y
 sōende na glitter, spark e
 sōdrane such
 sōndana
 sōndana

[illegible]

... 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678,

in he (meessoost olendite kohta) she
 in a soost olendite kohta;
 lahama kinn. võtma) catch*
 taevaa sky
 taga after, back, behind
 tagajärg result
 tagajärjetult without any result
 tagasi back, round, (tealau aeg tagasi)
 tagasi andma return tagasi pöörd-
 dama return; tagasi saatma return ta-
 gasi tooma bring* back return tagasi
 tagasi tulema come* back return, tagasi tõu-
 dama rel're tagasi viima return
 tagasi pöördumise r
 tagasi
 tagasi a supply
 tagasi taga back, rea
 tagasi k
 tagasi

| | |
|--------------|--------------------------------------|
| taha | back, behind |
| lahke | so id |
| tahtma | want |
| tahvel | blackboard |
| taibukas | intelligent |
| taiga | range |
| taim | plant |
| taip | brands |
| taipama | understand*, realize, make* out |
| takistama | prevent |
| takso | taxi |
| tadrik | to e |
| taidrikutäis | tal |
| talitama | o* plaan kohasest talitama tal- |
| tal | to a pa |
| tal | rr |
| taluma | bear* |
| taly | winter |
| lamka | draughts |
| tanum | (tamme) oak |
| tants | dance |
| tantsima | dance |
| tanisupidu | dance |
| tapma | kil |
| tarbepuist | timber |
| tark | clever |
| tarvis | necessary |
| tarvitama | use |
| tarvitamine | se |
| tata | set |
| tata | se calm quiet; (hääle kohta) low; |
| tata | se häälega in a low voice |
| tass | cup |
| tassitäs | cupful |
| tasu | reward |
| tasuma | (maksma) pay* |
| tavaline | usual, ordinary, common |
| tavaliselt | usual, usually, as a rule, ordi- |
| | nary |
| tavatsema | — me tavatsesime tõusta kell |
| | küüs we used to get up at six |
| teada | — teada saama learn*, teada taht- |
| | ma wonder |
| teadaanne | announcement |
| tead | to e rars |
| tead | and scientist |
| teadma | know*, ei tea kas... I wonder |
| | if |
| teadmata | unknown |
| teadmine | knowledge; teadmised know- |
| | ledge |
| teaduskond | faculty |
| teaduslik | scientific |
| teatama | report, tell*, (kurba) sõnumil ette- |
| | vaat! kui teatama meel* + a news |

teatav certain; teatavst vähet ul' see a
O 76
teater stage
teda him {meessoost olendite kohta}
D. 9. 55 1057 H. 1
loomade kohta)
tee I {lühlemiseks} way, (männet peal
teele asuma start, start ul' sel' ann
S. 8 11 kisas {hekkidevaheline} tee
lane; õhoteed mööda by air helikopter
teed juhutama tell' atuh (by way)
lee II {look} tea
teekond journey
teemant diamond
teenier seryant
teenija servant
teenima earn
teerada path
teesklema pretend
tegelema go^s in (for); heⁿ &
tegelikult really, actually, so
I
tegev a lo^s; {valmistama} make^s like
gema u' p... rükkurid tegema (võr-
1 2 65

tegev active, busy
tegevus action; (toimekus) actively
tegu action, act
tegunood gr. voice
teguõna gr. verb
tehnika (tehnilised abid) technique
teid you
teie you, teie (oma) your
teine other, another, (järgmine) second
teisipäev Tuesday
teistmoodi in a different way
tekst text
telefon telephone
telefoneerima ring* up, phone
television televisioon
telliskivi brick
tema he (meessoost olendite kohta) s/he
(naissoost olendite kohta), it (asjade ja
loomade kohta); tema (oma) his (mees-
soost olendite kohta), her (naissoost
olendite kohta), its (asjade ja loomade
kohta)
tendents tendency
teooria theory
teravili grain, corn
tere how do you do?; tere hommikust good
morning; tere õhtust good evening
terve (kogu) whole, all; (mitte haige)
healthy, pred. well; terveks saama get*
well

[illegible]

tugevasti (kindlalt) firmly
 tugitool armchair
 tuhat thousand
 tuhk ashes
 tuhm dull
 tuju humour; heas tujus in a good humour; halvas tujus in a bad humour
 tulema come*; alla tulema come* down;
 tule (või tulge) kaasa come along!
 tuletikk match
 tulevik future; kaudne tulevik the Future in the Past
 tuli fire; (valgustus) light
 tuline red-hot
 tulipunane red-hot
 tume dark; (sünge) black
 tund hour; (õppe-) lesson
 tundma feel*; (teadma) know*
 tundmatu unknown
 tunglema crowd
 tunge feeling, sense
 tunnistama recognize
 turist tourist
 tuttav familiar
 tutvustama introduce (kellelegi) to
 tuul wind
 tuuline windy
 tõde truth
 tõeliselt really, actually, truly
 tõenäoliselt probably
 tõepoolest really, indeed, as a matter of fact
 tõestama demonstrate, prove
 tõesti really, truly, indeed
 tõke barrier
 tõkestama block
 tõlge translation
 tõlkima translate
 tõotama promise
 tõrjuma —: kõrvale tõrjuma displace
 tõsi (tõde) truth; (õige) true
 tõsine fact
 tõsine serious
 tõstma raise
 tõtt-tõlde to tell (you) the truth
 tõusma arise*, rise*, lift; püsti tõusma stand* up
 tõdi aunt
 tõehele —: tõehele panema take* notice
 tõehelepanelik attentive
 tõehelepanu attention
 tõeheidamine mean*
 tõeheidus meaning
 tõehestik alphabet
 täht (kirja-) letter; (täeva-) star

tähtis important; tähtis olema be* of importance
 tähtsus importance
 täide —: täide saatma fulfil
 täielik complete
 täiesti wholly, perfectly, completely
 täis full (midagi of); täis saama fill
 täisminevik gr. the Present Perfect
 täitma fill, fulfil; käsku täitma obey
 täitsa wholly, perfectly, completely
 täna today; täna hommikul this morning;
 täna õhtul tonight
 tänama thank
 tänav street; tänaval in the street
 tänu thanks
 tänulik grateful
 töö work, labour, job; töö! at work; mind
 vöel tööle I was employed
 töökoda workshop
 töölistikumine labour movement
 tööpundus unemployment
 tööpäev working-day
 tööstus industry
 tööstuslik industrial
 töötaja worker
 töötama work
 töötatulek unemployment
 töötuba (kabinet) study
 tüdinud bored
 tüdruk girl
 tühi empty; (vaba) vacant
 tühi blank
 tühisus triviality
 tühjus emptiness
 tükk piece
 tütar daughter
 tütarlaps girl

U

uba bean
 udu fog
 udune foggy
 uinuma go* to sleep
 uisutama skate
 ujuma swim*
 ujumine swimming
 uks door
 ulatama pass, hand
 ulatuma extend
 ulatus extent; suures ulatuses to a great extent
 umbes about
 umbrohi weed; umbrohtu kirkuma weed

unenägu dream
 uni (unenägu) dream; und nägema dream*
 unine sleepy, drowsy
 unistama dream*
 unistus dream
 universaalkauplus department store
 universum universe
 unustama forget*
 uskuma believe
 uskumatu incredible
 uudis news
 uuendama renew
 uuesti again
 uurima study
 uurimistöö research work
 uus new

V

vaade view, scene
 vaagen dish
 vaatama look (at); mõlemale poole vaatama look both ways; uuesti läbi vaatama review; vaata ette! look out!; vaatama tulema come* to see
 vaatamata (mittelehti) nevertheless
 vaatepilt scene
 vaatepunkt standpoint
 vaatama watch; (uurima) examine, observe
 vaatius observation
 vaba free; vacant; (tee kohta) clear
 vabandus —: palun vabandust I am sorry
 vabanema get* out of
 vabariik republic
 vabastama set* free
 vabrik factory; plant, works
 vaene poor; vaesed (inimesed) the poor
 vaenlane enemy
 vaenulik opposed (to)
 vaesus poverty
 vaev (hool) pains; (töö, pingutus) labour; vaeva nägema take* pains
 vaevalt hardly, scarcely
 vahe (erinevus) difference
 vaheaeg interval; (hooli-) vacation
 vahel positi. between
 vaheldus change; vahelduseks for a change
 vahepeal meanwhile
 vahetama —: mõtleid vahetama discuss
 vahetevahel at times
 vahetus change; (töö-) shift
 vahetusraha change
 vaid but, only

vaidlema discuss
 vaidlus discussion
 vaikne calm, quiet, silent
 vaikselt quietly
 vaim ghost
 vaip blanket, carpet
 vajalik necessary
 vajama want, need, require; on vaja it is necessary
 valama pour
 vale wrong
 valge (värvaselt) white; (hela) light
 valgus light; kunstlik valgus artificial light
 valgusloor traffic lights
 valgustama light*, illumine; päikesest valgustatud sunlit
 valgustus lighting
 vali (hääle kohta) loud; valju häälega in a loud voice, aloud
 valida choose*
 valitsus government
 valjusti loudly, aloud
 vali well
 vallutama conquer
 vallutus conquest
 valm fable
 valmis ready
 valmistama make*, prepare
 valu pain; valu tegeva hurt*
 vana old
 vanaaegne ancient
 vanaema grandmother
 vanaisa grandfather
 vanamoodne old-fashioned
 vananema age
 vanduma curse
 vanemad parents
 vanikumata steady
 vannituba bathroom
 vanus age
 vapper brave
 vapralt bravely
 vara early
 varane early
 varem before
 vari shade; shadow
 varjama hide*
 varjukülg dark side
 varukas sleeve
 varsti soon, by and by
 varu supply
 varustama provide
 vasak left; vasakul on the left; vasakule to the left
 vastama answer, reply

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1

äratama wake* up
 ärevus alarm; suures ärevuses olema be*
 in great alarm
 ärapole absence
 äri business
 äriasjus on business
 ärkama wake* up
 ärritatud (erutatud) excited
 äsja freshly
 äär edge; border
 äärestama line

o

öö night; head ööd good night
 ööseks for the night
 öösel at night; täna öösel tonight

u

üheksa nine
 üheksakümmend ninety
 üheksakümnes ninetieth
 üheksas ninth
 üheksateist(kümmend) nineteen
 üheksateistkümmes nineteenth
 ühendatud united
 ühendus communication; ühendusse astu-
 ma communicate (with)
 ühenduskoht junction
 ühes (koos) together, with
 ühetekümnes eleventh
 ühinema join
 ühinenud united
 ühing league
 ühiselamu hostel
 ühiskondlik social
 ühitegevus solidarity
 üks one; veel üks another
 üksiküks one by one
 üksik single
 üksikasjaline further

ükskord once
 ükskõik —; ükskõik kes anybody, anyone
 ükskõik mis anything
 üksteisele to each other
 üksteist(kümmend) eleven
 ülal above, up; ülal pidama support
 ülalpidamine living
 üldine general
 üldiselt on the whole, for the most part
 üle over; (kohal) above; (risti üle) across;
 (mööda) past; risti üle minema cross
 üleöö the day before yesterday
 ülehomme the day after tomorrow
 ülekohtune unfair
 ülelül (tänaval) crossing
 ülemine top; ülelülil on the top
 shelf
 üles up; üles kirjutama, üles märkima put*
 down, take* down, write* down; üles-
 tõmbama hoist; üles tõstma pick up; kätt
 üles tõstma put* up one's hand; üles
 tõusma get* up
 ülesanne (harjutus) exercise; (töö-) task
 ületama (üle olema) exceed
 üleval up, above
 ülikool university
 ülistus glorification
 ülivõrre gr. superlative (degree)
 üliväga especially
 üliõpilane student
 üll on
 üllatunud —; üllatunud olema be* sur-
 prised
 üllatus surprise
 ümar round
 ümber 1. prep., postp. round, about; 2. ado-
 round, about; asja ümber mõtlema -
 change one's mind
 ümbrik envelope
 ümbris (kate) envelope
 üsna rather, quite
 ütleva say*, tell*
 üürima hire, rent

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